

Exploring Authentic Leadership: A Narrative Case Study

Tarah Mahoney, BSM

Submitted in partial fulfillment
of the requirements for the degree of
Master of Arts in Applied Health Science
(Sport Management)

Supervisor: Joanne MacLean, PhD

Faculty of Applied Health Sciences
Brock University
St. Catharines, Ontario

Tarah Mahoney © July 2009

Abstract

The purpose of this study was to provide an in-depth, life history examination of the leadership qualities of the President of a for-profit sport organization and explore this individual's leadership development within the framework of the Authentic Leadership Development Model (ALDM). A series of semi-structured interviews was conducted, including interviews with the President, three employees within the organization, and three individuals as selected by the President who attested to her authenticity and life-history. As well, observations for a period of three months were used to create a life-history of the President and determine if she was aligned with the ALDM. Creating a life-history of the President allowed the researcher to outline the story of her life up until the conclusion of the study. The narrative case study of the female President of a for-profit sport organization provided a glimpse into the life of a person whose values, beliefs, and actions aligned. The major findings of this study suggested that the President displayed characteristics similar to those identified as outcomes of the ALDM model.

Dedication

This research study is dedicated to my Uncle Peter Dernick (May 2nd 1970 – January 15th 2008).

I wish you were here to see my thesis in its completion, but somewhere I know how proud you are of me, so this is for you. I love you.

Those we love don't go away,

They walk beside us every day,

Unseen, unheard, but always near,

Still loved, still missed, and very dear.

Acknowledgements

This research study would not have been possible without the guidance and support of my supervisor, Dr. Joanne MacLean. I cannot express my gratitude to you for everything you have done and making me feel that I was a priority in your busy days. Thank you so much for being an amazing mentor in my life.

A big thank you is also necessary to Dr. Kirsty Spence and Dr. Chris Chard. Both of you have provided me with great insight and direction on my master's journey. Your knowledge of the sport industry has been both beneficial and astonishing.

I want to give a special thank you to Dr. Lucie Thibault and Charlene MacLellan for always having an open door at your office and an open ear to listen to me and my stories. My sanity during the last two years has been saved thanks to you two and I'll never forget that.

To Mom, Dad, Tawnya, and the rest of the Mahoney/Dernick family - you are my foundation, my rock. I love you. Thank you for everything you do, all the support you gave, and the love you give to me.

Last, but certainly not least, Scott. I love you. Your kindness, warmth, love, and constant belief in me have allowed me to do things I never thought I could do. I am excited to embark on the next chapter of our lives together.

Table of Contents

Abstract	ii
Dedication	iii
Acknowledgements	iv
List of Tables	vii
List of Figures	viii
CHAPTER I	
INTRODUCTION	1
Leadership	3
Authentic Leadership Development Model	6
Justification of the Study	7
Purpose of the Study	9
CHAPTER II	
LITERATURE REVIEW	11
Leadership Theories	11
<i>Trait Approach</i>	12
<i>Behavioural Approach</i>	12
<i>Transactional Leadership</i>	14
<i>Transformational Leadership</i>	15
<i>Visionary Leadership</i>	18
<i>Developmental Theory</i>	19
Authentic Leadership	21
Trigger Events	26
<i>Authentic Leadership Development Model (AŁDM)</i>	28
Authentic Leadership in Organizations	35
Women, Leadership, and Sport	37
CHAPTER III	
METHODS	43
Paradigm	43
<i>Postmodernism</i>	43
Research Process	45
<i>Methodology</i>	45
<i>Method</i>	49
<i>Ethical Considerations</i>	51
<i>Data Collection and Analysis</i>	53

CHAPTER IV	
FINDINGS AND DISCUSSION	58
Life History of the President.....	59
<i>Childhood</i>	59
<i>Adulthood</i>	65
<i>Involvement with For-Profit Sport Franchise</i>	70
Research Question One.....	72
Research Question Two.....	75
<i>Components of the ALDM</i>	75
<i>Positive psychological capacities</i>	76
<i>Positive organizational context</i>	80
<i>Trigger events/challenges</i>	91
<i>Positive self-development</i>	94
CHAPTER V	
CONCLUSIONS AND RECOMMENDATIONS	101
Summary of Research	101
Major Findings	103
Limitations and Delimitations.....	108
Reflexivity.....	110
Recommendations for Future Studies	112
Conclusion	113
REFERENCES	115
Appendix A	123
Appendix B	124
Appendix C	127
Appendix D.....	135

List of Tables

Table 1 - Definition of the four categories of the elements of the Authentic Leadership Development Model (Avolio & Luthans, 2003)	30
Table 2 - Formation of five elements from the Authentic Leadership Development Model (Avolio & Luthans, 2003; Avolio, 2007)	32
Table 3 - Investigating one's life history (Arvey et al., 2007)	48
Table 4 – President life history in terms of leadership development (Arvey et al., 2005)	92

List of Figures

Figure 1 - Authentic Leadership Development Model (Avolio & Luthans, 2003)	29
--	----

CHAPTER I

INTRODUCTION

Leadership is required at every level of sport. Whether leadership comes from a volunteer making sure that young athletes have the proper equipment or from those who have risen to positions of power within governing bodies of sport, there is a constant need for leadership in sport (Defrantz, 1988). Leaders do not become an inspiration simply by conforming to a list of character traits, rather they use their individual strengths to engage others' hearts, minds, and souls (Authenticity and effective leadership, 2006). Leaders determine how to best be themselves, even as they evolve as a consequence of interacting within a changing environment (Anonymous, 2006).

Leadership research focusing on a leader's genetic makeup suggests that 30% of a person's leadership style can be accounted for by genetic predisposition, while the remaining 70% is attributable to environmental influences (Arvey, Avolio, Krueger, & Zhang, 2007). Genetically, those children who seem to have an innate leadership tendency are more likely to have leadership-gifted parents who provide them with both the genes and an environment to nurture leadership development (Arvey et al., 2007).

"Leadership-talented individuals" who might be identified in school, at an early stage in life, or at work may be given special opportunities to learn about assuming leadership roles in lower risk environments than those available later in life (Arvey et al., 2007). Not all current leaders in society however, are presented with such privileges as those who were identified at a young age. Yet, there are individuals who have developed into leaders over their lifetime.

Human nature tends to encourage reliance on others to guide and assist one's life

journey. In organizations, leaders are needed for guidance. In companies, employees trust those who lead the company towards success and provide an atmosphere worthy of hard work. Employees and customers demand more from leaders in managerial roles because they want to hear a consistent message and see actions that demand more of the leader than merely satisfying the Board and improving 'the bottom line' (Avolio, 2007). Being viewed as a leader involves more than just fitting a mould; a successful leader must have the respect of their supervisors, peers, and followers while behaving in a manner consistent with having a high level of integrity.

In the sport industry such leaders are difficult to find (Crust & Lawrence, 2006). This has been attributed to the nature of competitive sport in which a variety of individuals with alternative motives collaborate to be successful. While team captains are known as the 'leader' on a sports team, each individual has different experiences within the sport realm. For example, Bloom, Dupuis, and Longhead (2006) found, after interviewing six former university male ice hockey players (who held the position of team captain), that differences exist between their experiences both on and off the ice, their team personality composition, their behaviours, and how their leadership was manifested.

The current study focused specifically on a woman in a position of authority in a for-profit sport organization. Hereafter, the research subject will be referred to as "the President." Using a narrative case study methodology, this study examined the different aspects of the President's life to determine if she may be considered an authentic leader, one of the newest frameworks for understanding leadership theory.

Leadership

While Bass (1990) suggests that there “are almost as many different definitions of leadership as there are persons who have attempted to define the concept” (p. 11), this research study relied on the definition stated by Antonakis, Cianciolo, and Sternberg (2004). This definition recognizes the leader in question, their influence on others, the environment they are in, and the characteristics of the leader. These authors define leadership as:

The nature of the influencing process – and its resultant outcomes – that occurs between a leader and followers and how this influencing process is explained by the leader’s dispositional characteristics and behaviours, follower perceptions and attributions of the leader and the context in which the influencing process occurs. (p. 5)

Definitions of what makes a good leader existed well before the 1900’s; however, theoretical frameworks on leadership have been documented only since the beginning of the 20th century (Antonakis et al., 2004). When studying the different historical ideologies of leadership in history, scholars failed to identify the significance of a person’s own honesty, values, morals, and behaviour in ways that are true to oneself. In Grover and Moor-Man’s (2007) global survey of over 75,000 people, discovered that honesty was more highly prized than any other leadership characteristic. As such, the prevalence of the need for leader integrity and authenticity should become central themes in leadership theories (Grover & Moor-Man, 2007).

Authentic leadership is one of the more recent theoretical frameworks emerging in leadership studies. An authentic leader is defined as a person whose actions and behaviours are consistently acted upon based on one’s own thoughts and beliefs (Avolio, 2007). Authentic leadership uses the principles of aligning thoughts and beliefs with

behaviours and actions as a base for its creation and focuses mainly on using personal development and moral attributes to lead others. The call for leaders to exhibit greater authenticity and with integrity is neither new nor unique in the business literature; George (2006) believes such attributes create a strategic advantage. Businessman, investor, philanthropist, and noted richest man in the world (Wikipedia, 2008) Warren Buffett listed the three qualities he looks for in any new hire including integrity, intelligence, and high levels of energy, adding that “if you don’t have the first, the second two don’t matter” (George, 2006). Being an authentic leader means that you are being true to yourself and to your values. In the corporate world, it is not presenting a false image to impress others or trying to duplicate the leadership style or characteristics of others. George (2003) states that “one essential quality you must have to lead is to be your own person, authentic in every regard... the best leaders are autonomous and highly independent” (p. 12). Authentic leadership involves self-exploration, an understanding of the true self, recognizing one’s values, and infusing personal values and leadership specifically as they apply to follower relations (Pennington, 2006).

Authentic leadership also relates to understanding one’s own purpose or mission in their surroundings and being passionate about such a purpose. This purpose is unique to each individual and should provide the motivation to lead – avoiding selfish reasons such as prestige, power, or money (George, 2003). Integrity and strong values are essential traits of good leaders, but individuals must demonstrate that they are worthy of respect, which enables values to remain consistent once they are translated into actions. While it is possible to learn from other’s experiences, it may be difficult to become authentic if one is imitating another. Authentic leadership requires more than possessing

authentic attitudes and beliefs, as authentic leaders possess the moral courage to act consistently with their beliefs when dealing with difficult moral issues (George, Mayer, McLean, & Sims, 2007).

Authentic leaders are not born with a sense of purpose in life or self assurance in their capabilities. While individuals have the natural ability to become leaders, they must develop these skills to become great leaders. Each person has their own sense of leadership style that is consistent with their personality. What counts is not the style of leadership, but the legitimacy of the leader behind it (George, 2006). Authentic leaders must be daring, honest, and able to speak out about right and wrong, admit to personal weaknesses, own up to their mistakes, be prepared to ask difficult questions, and really listen to the answer (George, 2006). In addition, authentic leaders recognize the value of others' opinions and thoughts in guiding the direction of an organization (Triola, 2007). Leaders who know how to manage their authenticity will be more effective in engaging and retaining staff. Triola (2007) suggests that the only valid test of a leader is his or her ability to bring people together to achieve sustainable results over time. Authentic leadership is about character attributes, not style. As George (2003) notes “the one essential quality a leader must have is to be your own person, authentic in every regard” (p. 12).

By being aware of their actions and intentions, leaders act consistently in different situations and gain the trust of others. Former American Airlines CEO Don Carty reasoned “you cannot motivate people unless you talk and walk in the same way. How can you expect an employee to be pleasant with a customer if you’re not pleasant with the employee?” (George, 2007, p.70). Authentic leaders use their natural abilities, but they

also recognize their shortcomings and work hard to overcome them. They lead with purpose, meaning, and values. They build enduring relationships with people. Others follow them because they know where they stand. They are consistent and self-disciplined. When their principles are tested, they refuse to compromise. Authentic leaders are dedicated to developing themselves because they know that becoming a leader takes a lifetime of personal growth (George, 2003).

Authentic Leadership Development Model

Previous leadership research has focus on determining what causes leaders to emerge and become effective rather than explaining the developmental process. There is a growing need to concentrate on the core constructs underlying all positive forms of leadership development (Avolio & Gardner, 2005). Within authentic leadership, questions such as: “from where are the above authentic leadership characteristics derived in individuals, groups, organizations, and ultimately societies?”, and “are leaders born authentic?” help to guide to a consensus that there is a need to examine the development process that occurs within a defined authentic leader (Avolio & Gardner, 2005).

The study of authentic leader development is beneficial to the field of leadership. Eilam and Shamir (2005) describe the benefits of learning more about authentic leadership to fully understand leaders, stating:

To lead effectively, especially when leadership involves the introduction and guidance of societal or organizational changes, people need to overcome resistance, deal with frustrations and setbacks, sometimes make personal sacrifices, recruit support and energize others. Dealing with such challenges requires a source of inner strength . . . leaders need to operate from strong convictions and a high level of self-concept clarity. (p. 399)

The identification and recognition of an authentic leader has become more feasible through the Authentic Leadership Development Model (ALDM). This model attempts to

qualitatively examine how one might have developed into an authentic leader (Avolio & Luthans, 2003). The ALDM is built around the idea that there are trigger events which shape leaders' perspectives, values, and behaviours. The processes through which they have arrived at their own personal beliefs and values are based upon one's own personal experiences.

The ALDM includes elements of the leader, follower, and the context which they find themselves as key explanatory factors of what improves or develops leadership (Avolio, 2007). The model consists of four categories that identify an authentic leader's development: (a) positive psychological capacities, (b) positive organizational context, (c) positive self development, and (d) trigger events.

Cooper, Scandura, and Schriesheim (2005) have made note that a quantifiable measure of authentic leadership is required to make this construct "valid." As of February, 2008 Avolio, Gardner, Peterson, Walumbwa, and Wernsing (2008) established the Authentic Leadership Questionnaire (ALQ), which can be used to gain both leader and follower's perspective on the leader in question using a series of Likert scale questions. At the time of this research study, Dr. Avolio was the only certified researcher able to score the survey and determine whether or not the subject of the study would be an authentic leader.

1

Justification of the Study

In the leadership literature, a considerable gap exists between the importance attached to leadership in sport and the efforts of researchers to understand it. Further research that uses professional sport managers as participants is likely to be difficult given the lack of time such individuals have; however, this research is necessary to

further understand effective sport management (Crust & Lawrence, 2006). Not only will understanding the leadership capacity of a sport leader help to enrich this field of study, the results of this research study provide considerable data to help further our understanding of both authentic leadership in the context of sport management and women in leadership positions.

Touching upon the latter, throughout history, women have contributed to the culture of sport, even while being denied the opportunity to participate. In the ancient Olympic Games, women were prohibited from competing or attending even though a woman (Priestess Demeter) was presiding over the games during a portion of that time. Women were excluded from the fields of play in the first modern Olympic Games of 1896 (Defrantz, 1998). In 1971, Monique Berlioux of France was the first female executive in the International Olympic Committee (IOC) (Defrantz, 1998). Berlioux was a significant figure in international sport and can be seen as one of the most influential women in sport. She transformed the IOC from a relatively small organization with few resources of its own to a multi-million dollar operation (Defrantz, 1998). Despite the influence of Berlioux in sport, there are still few women who have succeeded in the sport domain. Getting to the top of an organization takes persistence, discipline, drive, and the will to achieve. Those women who have demonstrated and transferred such qualities into leadership positions in the sport industry possess life stories that are worthy of study. This research provides a unique opportunity for modern day sport managers to understand how a woman is able to become the President of a traditionally male dominated field, and how her leadership style is perceived by others.

Purpose of the Study

The purpose of this study was to provide an in-depth, life history examination of the leadership qualities of the President of a for-profit sport organization to explore the individual's leadership development within the framework of the ALDM. The life history approach can be argued to be the most authentic means of understanding, "how motives and practices reflect the intimate intersection of institutional and individual experience in the postmodern world" (Dhunpath, 2000, p. 2). For the purpose of this study, a narrative life history approach was utilized because this approach focused specifically on the life of an individual. One decides to write a biography or life history when the literature suggests that a single individual needs to be studied or when an individual can illuminate specific issues (Creswell, 2007). In such cases, a researcher needs to make a case for the need to study a particular individual. In this case, the individual was a female president of a for-profit organization in the sport industry.

The researcher observed the lived experience of a President of a for-profit sport organization from a narrative life-history approach. The organization was a member of a larger organizational league, consisting of twenty teams. She was a significant person to study as she was the only female President at the time of this study in a traditionally male dominated position within this league. The researcher was seeking to understand her leadership and managerial styles as they related to the ALDM (Avolio & Luthans, 2003). The two research questions the researcher answered were:

1. What trigger events in the President's life had helped her achieve the position of President of a for-profit sport franchise?

2. Did the President's life story align with the Authentic Leadership Development Model (ALDM) (Avolio & Luthans, 2003)?

Chapter one has outlined the nature of this study was outlined, the nature of authentic leadership, its development process, and its need to be identified in the sport industry. The purpose of this study and the research questions which guided this study were also discussed. In chapter two, a literature review of topics relating to the research questions, including an overview of previous leadership theories, authentic leadership, the Authentic Leadership Development Model (ALDM), and women in leadership roles within the sport industry is provided. Chapter three outlines the methodology and methods used for this study. Chapter four illustrates the findings from the research study and discusses those findings in terms of the two research questions. In chapter five, the major findings and key conclusions from this study are highlighted. The emerging limitations and delimitations, the researcher's reflexivity, as well as recommendations for future research are also discussed.

CHAPTER II

LITERATURE REVIEW

In this literature review a brief synopsis of historical leadership theories is first provided, followed by an overview of the current research available on authentic leadership and the ALDM upon which this study was based. As well, authentic leadership is examined within the context of for-profit organizations. Also, literature on women in leadership and sport is presented.

Leadership Theories

Leadership is a complex topic; this perhaps explains why so many researchers have approached it from so many different perspectives. It involves consideration of not only the leader's behaviours and characteristics, but also the impact of these behaviours on subordinates, peers, and supervisors. Leadership also involves consideration of the leader's role and how he/she operates within the organization. The perception of such behaviours by followers and the choice by the leader to exhibit them are guided by the individual's level of consciousness. The level of consciousness is one's experiences and understanding of the real world based on their personal development. The perception of the leaders' behaviour will vary in impact depending on the nature of followers and context of the group (Avolio, 2007). One's leadership behaviours can be directed to specific followers or they can be directed toward an entire group of followers (Avolio, 2007).

Cooper, Scandura, and Schriesheim (2005) emphasize that, "leadership scholars must be cognizant of the history of the field and the lesson it teaches" (p. 476). It is important that one understands the previous research on leadership in order to fully grasp

the concept of authentic leadership and its development and how it stands different from other theories. The historical context relating to leadership provides perspective for the emergence of different beliefs about leadership and impacts what types of leadership and followers are considered acceptable and effective or vice versa (Avolio, 2007).

Understanding leadership theory is best accomplished using a sequential description, starting from the early 20th century and leading to current thinking. In the following sections, each of the major leadership approaches are outlined and defined chronologically according to the theorists who contributed to developing the ideology.

Trait Approach

At the beginning of the 20th century, scholars started studying leaders and noting that certain dispositional characteristics differentiated them from non-leaders. Avolio (2007) lists Carlyle's 1907 'great man theory' which framed leadership as being primarily focused on specific traits that differentiate effective from ineffective (male) leaders. The trait approach emphasized that effective leadership was founded on instinctive personality traits rather than on a, "function of learning and explicitly supposed that great leaders were born and not made" (Crust & Lawrence, 2006, p. 14). Thus, at the time, leadership researchers focused on identifying individual characteristics of male leaders. However, the trait approach was dismissed after reviewers found that traits are not consistently associated with leadership effectiveness. The majority of research in the trait approach occurred leading up to the 1950s (Antonakis et al., 2004).

Behavioural Approach

After the trait approach was found to lack consistency, leadership researchers focused more on behavioural studies and on the behaviours that leaders enacted and how

they treated followers. The behavioural leadership researchers stated that effective leadership was a function of a leader's "dominant behaviours" (Crust & Lawrence, 2006, p. 14). The assumption was that an effective leader could become so by adopting behaviours of other successful leaders (Crust & Lawrence, 2006). Through the use of a coaching workshop (to increase coaches' positive behaviours and decrease their negative ones), Curtis, Smith, and Smoll (1979) show that leadership behaviours could be learned. Their findings demonstrated a direct relationship between coaching behaviours and players' evaluations; however, the study did not assess performance variables such as win/loss records and was not related to elite performers.

Both trait and behavioural leadership theories were based on the notion that a set of common traits or behaviours could be identified that would easily allow someone to distinguish between an effective and ineffective leader (Crust & Lawrence, 2006). Cords, Hastad, and Penman (1974) examine correlations between coaching success and authoritarian coaching styles and found that the more successful coaches exhibited more authoritarianism. Prior to this information, Ogilvie and Tutko (1970) create a coaching profile of successful coaches, including such traits as authoritarianism, tough-mindedness, independent thinking, emotional maturity, and realism (Crust & Lawrence, 2006). It is apparent, however, that these theorists produced no evidence to support their profile. Cords, Hastad, and Penman (1974) and Ogilvie and Tutko (1970) were unable to fully demonstrate that a single set of traits or behaviours could define what makes a successful leader. From a leadership perspective, research tends to focus on coaches as individuals who provide guidance and structure, while serving as the foundation for holding a team together. Similarly, managers provide the same function to a business in

that they guide employees to achieve higher goals and success in their industry.

Situational Approach

Reflecting on the notion that behavioural leadership and power greatly influenced followers, researchers began to shift their thinking to the notion that different attitudes and behaviours were required for different leadership situations. The basis for Fielder's 1967 situational theory was that the task structure and the leader's position of power determine the effectiveness of the style of leadership exercised (Antonakis et al., 2004; Crust & Lawrence, 2006). Fielder feels that those who are considered task-oriented leaders (i.e., those more focused on goals and performance) are likely to be the most effective in leadership roles.

Chelladurai (1978) found effective sport leadership is unique and is based on a complex series of interactions between leader, group members, and situational constraints. His Multidimensional Model of Leadership (MML) suggests that positive outcomes will occur when there is, “a congruence between the leader’s actual behaviours, the group members, preferred leadership behaviour and the behaviour that is required in relation to the situation” (Crust & Lawrence, 2006, p. 24). The measure for this theory is the Leadership Scale for Sports (LSS), which focuses more specifically on coaching styles and not on managerial or higher positions of power within sport organization (Crust & Lawrence, 2006; Bloom et al., 2006).

Transactional Leadership

Transactional leadership identifies the importance of the exchange between a leader and the follower (Moran & Weiss, 2006). Transactional leadership seeks to motivate followers by appealing to their own self-interest (Cox, 2007). The framework of

transactional leadership identifies how the quality of the exchange relationship between leaders and followers, ultimately determines the quality of the outcomes accomplished (Avolio, 2007). Transactional leaders use monetary and non-monetary rewards, and punishments, to obtain results from their followers, while accepting the goals, structure, and culture of the existing organization (Moran & Weiss, 2006; Cox, 2007).

Retrospectively, it is surprising a greater number of leadership theories do not incorporate a moral or ethical dimension. Recent work of leadership scholars has attempted to recognize this important factor and have developed transformation, charismatic, visionary, and authentic leadership theories, each of which is strongly anchored in values, character, and moral capacity (Forshey, Gerard, Harding, Klemm-Verbos, & Miller, 2007).

Transformational Leadership

Burns (1978) was the first to introduce this concept of transformational leadership, believing this framework to be more effective than transactional leadership, where the appeal is related to more selfish concerns. Burns feels the difference between transformational and transaction leadership involves an ongoing process, by which leaders and followers raise each other to higher levels of morality, consciousness, and motivation. Transformational leaders model the values themselves, and use charismatic methods to attract people to his or her values (Cox, 2007).

Burns became famous among leadership scholars because his model of transformational leadership includes an ethical/moral dimension that (prior to 1978) had not been addressed in leadership theory (Cox, 2007). Early transformational leadership research included the necessity for a leader to provide a positive moral perspective in life

(Avolio & Gardner, 2005). Transformational leadership is grounded in values, based in trust, and rooted in spirituality (Driscoll & McKee, 2007). Transformational leadership is composed of four components, and, in this sense, is similar to authentic leadership models (discussed in detail later). The difference between these two models lies in the suggestion that transformational leaders are also concerned with being role models so others may also become leaders (Avolio & Gardner, 2005). Cox (2007) describes these four components as:

1. Idealized influence or charisma – this is the degree to which the leader behaves in admirable ways that cause followers to identify with the leader. Charismatic leaders display conviction, are willing to take a stand on issues, and appeal to followers on an emotional level (Cox, 2007). Avolio and Luthans (2003) note that Bass (1995) highlighted the importance of charisma as being an essential, if not dominant, quality of transformational leadership.
2. Inspirational Motivation – the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders using inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand (Cox, 2007).
3. Intellectual Stimulation – the degree to which the leader challenges assumptions, takes risks, and solicits followers' ideals (Cox, 2007).
4. Individualized Consideration – the degree to which the leader attends to each individual follower's needs, acts as a mentor or coach to each follower and listens to each follower's concerns and needs (Cox, 2007).

The validity of transformational leadership, in particular, seems to generalize

across many situations when it is studied in different settings (Avolio, 2007).

Transformational leaders use intellectual stimulation to have followers view problems from different perspectives (Berson, Galvin, Keller, Nemanich, & Waldman, 2006).

Transformational leaders motivate followers to perform beyond expectations by linking performance of task to higher level needs and by inspiring followers to go beyond their own self-interest for the sake of the group (Grover & Moor-Man, 2007). This approach to leadership requires a diverse set of leader behaviours that include charisma. Leaders who offer idealized influence are described as being consistent rather than arbitrary (Grover & Moor-Man, 2007). The consistency of idealized influence is part of behaving with integrity but perhaps not the whole picture. A well known tool to measure transformational leadership is the Multifactor Leadership Questionnaire (MLQ). The MLQ measures a leader's personal attitudes about their leader behaviours, as well as their followers' attitudes on their leadership behaviours (Cox, 2007).

Weese (1996) explores the relationships that exist between transformational leadership and organizational culture and organizational effectiveness in the campus recreation programs of nineteen Big Ten and Mid-American Conferences. From this study, Weese (1996) found no significant relationship between transformational leadership and organizational effectiveness. 1

Some scholars have promoted transformational or charismatic leadership as ethical leadership. However, transformational and charismatic leadership theories lack the positive core dimension of moral capacity. Forshey et al. (2007) note that

Transformational leaders are charismatic and inspirational, intellectually stimulating and individually considerate. Charisma, while an aspect of transformational leadership is not necessary for authentic leadership.

Transformational or charismatic leaders can exhibit either ethical leadership or display or support unethical behaviour. (p. 22)

Visionary or ethical leadership attempts to align the importance of behaving with a strong moral sense to a successful organization and followers.

Visionary Leadership

Visionary leadership includes discussions of a leader's awareness and empathy, towards others. It also discusses a leader's values and attitudes and how they relate to others (Avolio & Gardner, 2005). This research focuses specifically on the followers of the leader, the positive psychology a leader possesses, and having the ability to consider the self in the process (Avolio & Gardner, 2005).

Spiritual and *ethical leadership* relate directly to visionary leadership due to the ambiguity of the terms. Visionary, spiritual, and ethical leadership are the demonstration of socially appropriate actions through personal performance and interpersonal relationships, including the promotion of such behaviour to others. Essentially, ethical leaders are people who care about others and society (Avolio, Gardner, Luthans, May, & Walumbwa, 2005). Plato's philosophical discussions of the moral and ethical purpose of leadership can be highlighted in this context (Avolio, 2007). Ethical leaders by this definition do, however, lack in self-awareness, relational transparency, and balanced processing (Avolio, Gardner, Peterson, Walumbwa, & Wernsing, 2008). Berson et al. (2006) describe the benefit an employee gets from being under the direction of a visionary (spiritual) leader:

Employees are likely to be more passionate about their jobs, see their roles and contributions as managing and significant to the overall success of the organization and its shared vision and values. Encourage learning of individuals and teams by loosening leader control and creating a safe and supportive environment where people feel that they can take risks, make mistakes, create

dialogues and be supported in a manner that is necessary for learning to occur. (p. 585)

Bass continues the research on the notion that people move through developmental stages in life. Rooke and Torbert (2005) found:

Most developmental psychologists agree that what differentiates leaders is not so much their philosophy of leadership, their personality, or their style of management. Rather, it's their internal 'action logics' – how they interpret their surroundings and react when their power or safety is challenged. Relatively few leaders, however, try to understand their own action logic, and fewer still have explored the possibility of changing it. (p.1)

Developmental theory relates to the evolution of each person's potential towards having deeper understanding, wisdom, and effectiveness in their world.

Developmental Theory

Human development consists of both a lateral and vertical elements. Cook-Greuter (2004) details how lateral growth occurs through such events as school, training, and continual learning. Vertical growth refers to the development of new perspectives to see the world, changing interpretations of experiences, and changing the sense of reality within one's consciousness. Vertical development is seen as more powerful than any amount of lateral development for an individual.

Vertical development does not occur for an individual overnight, however. Cook-Greuter (2004) explains how development can occur through an on-going series of self-reflection and by surrounding oneself with others at higher levels of vertical development.

Development in its deepest meaning refers to transformation of consciousness. Because acquisitions of knowledge are part of horizontal growth, learning about development theories is not sufficient to help people to transform. Only specific long-term practices, self-reflection, action inquiry, and dialogue, as well as living in the company of others further along the developmental path has been shown to be effective. (p. 227)

From a person's lateral and vertical development (Leadership Development Framework (LDF)), they develop their own sense of how they interpret the world and its surroundings. There are seven different stages, called action logics, through which a person may sequentially develop. These stages are: Opportunist, Diplomat, Expert, Achiever, Individualist, Strategist, and Alchemist (Cook-Greuter, 2004; Rooke & Torbert, 2005). These stages represent a range in behaviours from one who is concerned only with their immediate needs (opportunist) to one who is capable of deep processing, able to deal simultaneously with many situations, as well as deal with immediate priorities without losing sight of long-term goals (alchemist) (Cook-Greuter, 2004; Rooke & Torbert, 2005). The majority of people are developmentally at the Diplomat, Expert, and Achiever action logics, with small percentages of individuals at each end of the LDF spectrum.

To determine a person's developmental action logic, an individual must complete the Washington University Sentence-Completion Test (WUSCT). The sentence completion test is scored by trained evaluators to investigate how participants interpret their own actions and the world around them. The test shows which of the seven developmental action logics currently guide the individual's way of thinking (Rooke & Torbert, 2005).

Considering the research on leadership throughout the last century, scholars still perceive that the idea of one true self, acting according to one's own thoughts, values, beliefs, and self-awareness is an area for further exploration. This need led to the framework of authentic leadership, where at the centre is the notion of a person who acts according to their own convictions, and is seen by others as acting with authenticity.

Authentic Leadership

Since the beginning of the 21st century, the idea that a leader is not someone who happens to be in a position of authority, but rather is someone who others are drawn to based on their values, attitudes, and behaviours, has resulted in the emergent concept of authentic leadership. According to Avolio et al., (2008), authentic leadership can be defined as:

A pattern of leader behaviour that draws upon and promotes both positive psychological capacities and a positive ethical climate to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development. (p. 94)

The understanding of authentic leadership begins by establishing consensus on meaning of the term *authenticity*. To understand authentic leadership, an understanding of the origins of authenticity in philosophy and psychology must be reached. The word ‘authenticity’ itself comes from Greek philosophy meaning ‘to thine own self be true’ (Avolio et al., 2008; Fields, 2007). Brown-Radford, Buckley, Evans, Harvey, and Novicevic (2006) define authenticity as follows:

Authenticity implies owning one’s personal experiences and acting in that accord. An individual’s authenticity is not simply a response to values expressed by others, but an expression of one’s own convictions accompanied with the acceptance of responsibility for one’s own decisions. (p. 68)

Authenticity has been used as a synonym for sincerity (Macfarlane, 2008). There is a notable difference however, between being sincere and being authentic. Sincerity refers to “the extent to which one’s outward expression of feelings and thoughts are aligned with the reality experienced by the self. This implies that a person is interacting with another besides oneself” (Avolio & Gardner, 2005, p. 320). One’s sincerity is therefore judged by another person, rather than by how one acts in relation to their own

self. The term authenticity refers to “owning one's personal experiences, thoughts, emotions, needs, wants, preferences or believes and acting according with those” (Endrissat, Kaudela-Baum, & Muller, 2007, p. 208). To be an authentic leader requires that each aspect of the self that is revealed is a genuine part of the person (Authenticity and effective leadership, 2006; Fields, 2007; Grover & Moor-Man, 2007). Authentic leadership does not require one to be in a position of power, but rather involves one coming to terms with oneself and behaving and acting in accordance with personal beliefs, values, and thoughts.

Throughout history, leaders have typically demonstrated four behaviours, seemingly linked to personal authenticity (examples include Nelson Mandela and Mahatma Ghandi) (Anonymous, 2006). First, leaders have characteristically shown weaknesses as this occasional vulnerability gives them humanity and approachability. Second, leaders use their intuition to interpret data and decide when and how to act. Third, leaders manage using tough empathy through caring deeply about the work their employees do; and, fourth, leaders take advantage of what makes them different from others by emphasizing their unique qualities (Anonymous, 2006). By possessing these characteristics, one may be seen as a great leader behaving 'authentically'.

Avolio and Gardner (2005) state that there are four defining characteristics of an authentic leader, which are extremely similar to those mentioned above. First, authentic leaders are true to themselves rather than complying to other people. Second, authentic leaders are motivated by their “own personal convictions.” Third, authentic leaders are “originals, not copies,” in that they lead from their own point of view. And finally, actions of authentic leaders are based on their personal morals and value system (Avolio &

Gardner, 2005; Avolio et al., 2008; Fields, 2007; Grover & Moor-Man, 2007). Both George (2003; 2007) and Avolio and Gardner (2005) discuss key elements relating to those characteristics required for one to achieve authenticity. The key elements included in this study are self-awareness, unbiased processing, relational authenticity, and authentic behaviour/action (Avolio et al., 2008; Fields, 2007; Grover & Moor-Man, 2007).

The value of self-aware individuals as leaders is a newer concept in leadership development. George (2007) interviewed over 100 people in positions of authority in an organization on important factors in leadership development. He found that gaining self-awareness was central to every response. When one knows themselves, one can find the passion that motivates you and the purpose of your leadership. *Big Brothers Big Sisters* CEO Judy Vredenburg confirmed its importance by stating that “having self-awareness early in life is very important. You need to understand the cultures you thrive in, the roles you’re best in, your natural strengths and your natural interests. Then put yourself in a place where you can shine” (George, 2007, p. 70).

Self-awareness occurs when someone becomes aware of their own existence and what makes them valuable within any particular context. Self-awareness is one’s awareness of their strengths and weaknesses (Avolio et al., 2008; Pennington, 2006). Self awareness is not a ‘destination point,’ but rather a process when one comes to terms with their own talents, strengths, purpose, values, beliefs, and desires. Without self-awareness, it is easy to get caught up in chasing monetary symbols of success rather than becoming the person you want to be. When one becomes self-aware, a natural sense of calm develops. “It is difficult to regulate your emotions, control your fears, and avoid

impulsive outbursts when you feel threatened or rejected” (George, 2007, p. 71). Without being aware of your own vulnerabilities, fears, and longings, it may become difficult to empathize with others who experience similar feelings. Within the domain of self-awareness comes self-regulation and self-esteem.

Self-esteem is required to exist at a level unaffected by others’ negative or critical comments. “Self esteem is when individuals come to know and accept themselves, including their strengths and weaknesses; they display high levels of stable, as opposed to fragile” (Avolio et al., 2008, p. 93). To be authentic to one-self, however, does not require others’ opinions. However, as human beings, we are influenced by social interactions through the opinions and appraisals of others, but these external evaluations do not substitute for the meanings we give to our own actions (Avolio & Gardner, 2005).

Brown-Radford et al., (2006) describe self-esteem its effect on an executive and his or her decision making, concluding that:

Those in executive positions who conform to certain external standards or attempt to meet unrealistic goals, often experience low levels of self-esteem. In contrast, executives who have a non-contingent, secure self-esteem seldom consider their self-worth dependent only on the evolution of their personal performance by others. Therefore, executives with secure self-esteem tend to assume personal responsibility by acting on personal values, while those with low self-esteem tend to avoid it. (p. 70)

Self regulation is a process through which authentic leaders align their values with their intentions and actions (Avolio & Gardner, 2005). Authentic leaders appear to have a regulatory system helping to control their own thoughts, feelings, and values. They become driven by their “core self as opposed to external forces or expectations” (Avolio et al., 2005, p. 347). Authentic behaviour refers to those instances when an authentic leader acts on those thoughts and feelings. These actions are a reflection of

themselves, not a result of others' expectations. Relational transparency can then be seen as a leader demonstrating high levels of openness, offering full self-disclosure, and establishing trust with others because of those factors (Avolio et al., 2005).

Authentic leadership encompasses inherent ethical/moral components which can be seen as innate qualities of authentic leadership (Avolio & Gardner, 2005). Leaders who act according to their values and beliefs may nevertheless fail to elicit the personal and social identification required to secure follower trust and commitment (Avolio & Gardner, 2005; Eilam & Shamir, 2005; Grover & Moor-Man, 2007). Authentic leaders are guided by a set of end-values that represent an orientation toward doing what is right in order to remain consistent in their actions (Avolio & Luthans, 2003). Authentic leaders openly discuss their values and morals with others, so the leader is able to be questioned to ensure that the direction in which they are heading is seen as the 'right' direction (Avolio & Luthans, 2003; Driscoll & McKee, 2007). Authentic leaders are aware that others are following them and are more concerned with achieving authenticity rather than specifically becoming leaders in a leadership type role (Avolio et al., 2008; Eilam & Shamir, 2005).

Authenticity can be defined as owning one's personal experiences, whether they are thoughts, emotions, needs, preferences, or beliefs, processes captured by the inability to know oneself (Avolio et al., 2008; Eilam & Shamir, 2005). Authenticity is not an 'either/or' circumstance (Avolio et al., 2005; Avolio et al., 2008). People are never entirely authentic or inauthentic. Instead individuals can more accurately be described as having achieved greater levels of authenticity (Avolio & Gardner, 2005).

Avolio and Luthans's (2003) study examined research, news, and magazine

articles relating to optimism in society over the past 30 years. They found approximately 50,000 articles on depression but only 400 relating to joy. Society is in need of positivism and optimism to provide hope for the future. Luckily, authentic leaders are those who possess these types of psychological capacities. Positive psychological capacities of an authentic leader include confidence, optimism, hope and resiliency as personal resources of the authentic leader (Avolio & Gardner, 2005; Avolio & Luthans, 2007; Jensen & Luthans, 2006a; Jensen & Luthans, 2006b).

A leader's personal history and life events are that the beginning stages for authentic leadership development (Avolio et al., 2005). In the literature, these life events are defined as trigger events. When combined with a positive psychological capacity, these events can increase self-awareness and develop behaviour adapted towards becoming an authentic leader.

Trigger Events

It has been suggested that certain events in life, predictable and unpredictable, planned and impulsive, that may trigger development in individuals can result in emerging leadership roles (Arvey et al., 2007; Avolio & Luthans, 2003; Avolio et al., 2005; Eilam & Shamir, 2005; Grover & Moor-Man, 2007; Avolio, 2007; Tooke & Torbert, 2005). An effective leader has been shown to emerge from significant events in his or her life. Individuals have a number of experiences that could serve as indicators for trigger events, both positive and negative.

Positive triggers may include both significant and seemingly insignificant life events. These may include changing careers, starting a new work project, meeting a significant other, or simply reading a new book (Avolio & Luthans, 2003). As well,

trigger events in life have also been linked to negative events and crises (Arvey et al., 2007; Avolio & Luthans, 2003; Avolio et al., 2005). Examples of these include the death of a loved one, an unexplained accident, the loss of a job, or a divorce. These events can change an individual's ideas, values, and attitudes towards their future. As well, trigger events may also be the accumulation of smaller events which add up over time until a "threshold level is reached which evokes behaviours that are characteristic of authentic leaders" (Cooper et al., 2005, p. 485).

Negative trigger events are said to have the most profound effect on one's development as an authentic leader, but positive ones can also be influential (Avolio & Luthans, 2003). In an idealized environment, individuals would have control over these life altering trigger events, placing them in such a way that the challenges presented would occur as needed to optimize development (Avolio & Luthans, 2003). However, trigger events can occur at any time or place in a person's life. The interaction of the trigger events and personal insight may produce behavioural changes in an individual and lead to the development of an authentic leader (Cooper et al., 2005). Simply stated, "experience is not what happens to a man; it is what a man does with what happens to him" (Huxley, 1932). There is no predictability as to when a person may or may not develop into an authentic leader from specific moments in his or her life.

The ability to overcome adversity and become stronger is one of the attributes of exceptional leaders. It is a common assumption that trigger events may be dramatic and become a turning point in one's life. However, less sensational events may also trigger the kind of personal development that leads to authentic leadership. Triggers may also include more routine events such as reading an important book that has a profound

impact on the way one thinks about life and career. In fact, positive events in one's life, including the birth of a child or beginning a new job, can constitute a trigger event. It is also important to understand that trigger events (of any type) may not always produce authentic leaders.

While some may wonder why authentic leadership is not an addition onto a pre-existing leadership theory (Cooper et al., 2005), Endrissat et al. (2007) note that truly understanding authentic leadership would show the great differences it has in comparison to the other established leadership theories. Based in values and behaviours, incorporating ethical behaviours, as well as personal development, authentic leadership has unique aspects and deserves to be recognized as its own concept in the field of leadership.

Authentic Leadership Development Model (ALDM)

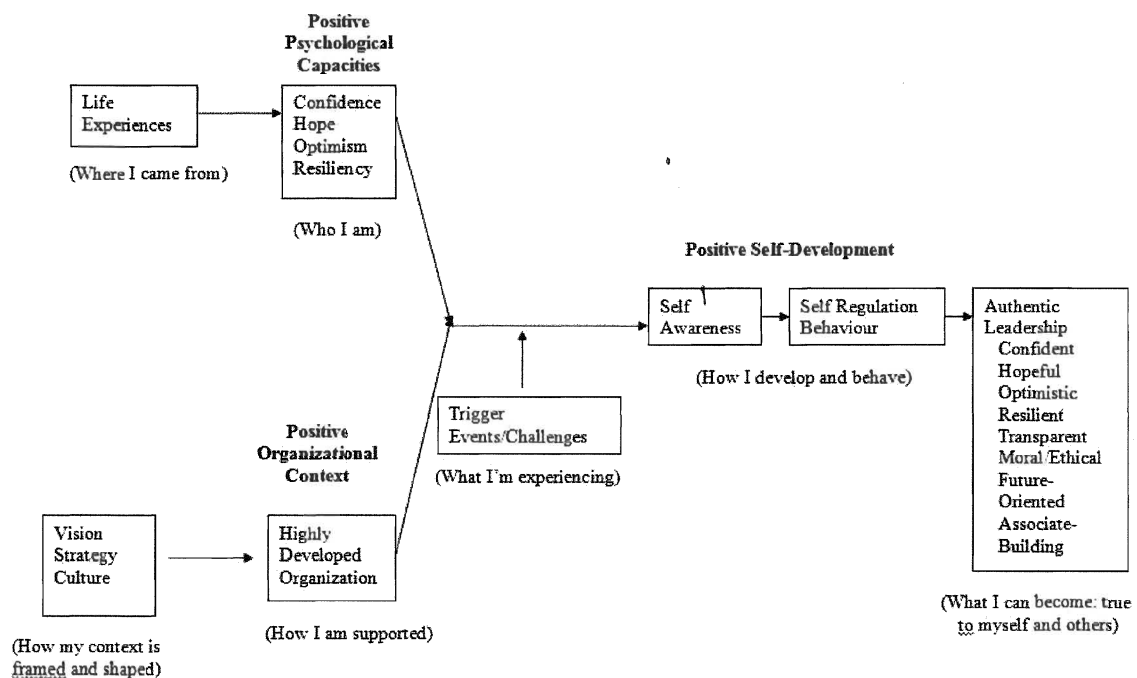
Most leadership research focuses on determining what causes leaders to emerge and become effective, rather than explaining how this happens. There is a growing need to concentrate on the foundation underlying all positive forms of leadership and its development (Avolio & Gardner, 2005). Scholars have attempted to identify and understand the concept of an authentic leader by creating a model of authentic leadership development (ALDM). Avolio and Luthans's (2003) model is built on the ideology that trigger events shape leaders' perspectives, values, and behaviours. The 'positive psychological capacities' and the idea of 'learnt capacities' of leaders are also important in an authentic leader (Avolio & Luthans, 2003). The processes through which they have arrived at their own personal beliefs and values are based upon their own personal experiences. Eilam & Shamir (2005) describe authentic leaders as: "they hold their values to be true not because these values are socially or politically appropriate, but because they

have experienced them to be true” (Eilam & Shamir, 2005, p. 397).

Authentic leadership development includes elements of the leader and follower context and attempts to explain what actually improves or develops leadership (Avolio, 2007). The following graphic (Figure 1) is the Authentic Leadership Development Model that was created by Avolio and Luthans (2003).

The model consists of seven components, all of which contribute to the development of an authentic leader. The model shows the process by which a person may display characteristics such as confidence, hopefulness, optimism, and resiliency, as well as becoming moral and ethically oriented to the future. The components that Avolio and Luthans (2003) found that may contribute to the development of an authentic leader include: life experiences, psychological capacities, vision/strategy/culture, organizational context, trigger events/challenges, self awareness, and self regulation/behaviours. The

Figure 1 - Authentic Leadership Development Model (Avolio & Luthans, 2003)



components fall under four categories that allow for the development of the leader to be examined further, including: positive psychological capacities, positive organizational context, positive self development, and trigger events. Table 1 defines each of these categories, and their value in the development of an authentic leader.

Table 1 - Definition of the four categories of the elements of the Authentic Leadership Development Model (Avolio & Luthans, 2003)

Positive Psychological Capacities	<ul style="list-style-type: none"> - <i>Life experiences</i> - Authentic leadership development is a dynamic lifespan process, whereby trigger events at various points in the life stream shape development over time. - <i>Confidence</i> - Confidence is defined as ‘one’s belief about his or her ability to mobilize the motivation, cognitive resources, and courses of action necessary to execute a specific task within a given context’. Another term for confidence is self-efficacy. It has been shown that the more efficacious the individual, the more likely the choice will be made to really get into the task and welcome the challenge, the more effort and motivation will be given to successfully accomplish the task, and the more persistence there will be when obstacles are encountered. - <i>Hope</i> – “It is common in the popular literature to refer to inspiring and charismatic leaders as providing hope for organizations and society. Hope appears to be conceptually similar to the other positive capacities such as efficacy (confidence), optimism, or resiliency; it has clearly established its conceptual independence” (Avolio & Luthans, 2003, p. 209). - <i>Optimism</i> – “is a cognitive process involving positive outcome expectancies and causal attributions that are external, temporary, and specific in interpreting bad or negative events and internal, stable, and global for good or positive events” (Avolio & Luthans, 2003, p. 209). Optimists are easily motivated to work harder, are more satisfied at work, and have higher morale levels of motivational aspiration. Optimists view these as a onetime, unique circumstance; and tend to feel upbeat and invigorated both physically and mentally. - <i>Resiliency</i> – “is the ability or capacity to rebound or bounce back from adversity, uncertainty, conflict, failure, or even positive change, progress, and increased responsibility” (Avolio & Luthans, 2003, p. 209). Resiliency was originally portrayed in literature as a rare gift that only a few people possessed, similar to the way charisma was isolated in the leadership literature. Now, resiliency is recognized in literature as being possessed by everyday people, who have encountered difficult situations, and have discovered the ability to
-----------------------------------	---

	react and cope effectively.
Positive Organization Context	<ul style="list-style-type: none"> - <i>Vision, strategy, and culture</i> – “an organizational context or culture that is highly developed will be supportive of the type of self-regulation required of leaders and associates to develop to higher levels of authentic leadership potential” (Avolio & Luthans, 2003, p. 209). “The most developed, mature organizational culture is one where leaders care about the development of others, similar to their caring about getting tasks successfully accomplished. This contextual or cultural maturity is similar to the moral maturity and reasoning that individuals demonstrate as authentic leaders” (Avolio & Luthans, 2003, p. 209). - <i>Highly developed organization</i> – are seen as organizational cultures that can promote and provide motivation and planned trigger events that appropriately challenge emerging authentic leaders to achieve their full potential.
Positive Self Development	<ul style="list-style-type: none"> - <i>Self awareness</i> – if the target leader for development is not aware of the areas she or he can reinforce and strengthen, then little or no energy will be allocated to the task of development. Creating a sense of self awareness, that one can be ethical relying upon different core values, may regulate the target leader’s attention to putting energy into operating differently in different cultures. - <i>Self regulation</i> – the leader must learn to make the expanded set of values part of his or her self-awareness and resulting self-regulation. The leader must continuously expand and understand their own self-awareness and in turn, align and regulate her or his way of thinking and behaving.
Trigger Events	<ul style="list-style-type: none"> - Certain events in a person’s life may trigger development in an individual that can result in emerging leadership roles. - Trigger events may not always produce authentic leaders. - The interaction of trigger events and personal insight may produce behavioural changes in an individual and lead to the development of an authentic leader.

The positive psychological capacities and positive organizational context are both impacted by trigger events in a person’s life. It is the combination of these two categories, along with trigger events that assist in the positive self-development and emergence of an authentic leader.

While this model was created in 2003, Avolio (2007) revisited this model and further explain authentic leadership development by distilling the seven components into

five different elements. These five elements include: cognitive elements, individual and follower behaviour, their historical context, proximate context, and distal context. These five elements help the further understanding of the development of an authentic leader by simplifying the model into different elements. The following table displays how the seven categories fit into the five elements and clarifies how each element of development contributes to the authenticity of the leader.

Table 2 - Formation of five elements from the Authentic Leadership Development Model (Avolio & Luthans, 2003; Avolio, 2007)

Five Elements of the Authentic Leadership Development Model	Definition of element	Seven components of the Authentic Leadership Development Model
1. Cognitive element	<ul style="list-style-type: none"> - How individuals view their actual self and transfer later into what could be their possible self or selves. - How objectively individuals view information about themselves in current, as well as future contexts and then how they make decisions 	Psychological capacities
		Self awareness
		Self regulation/behaviours
2. Individual leader-follower behaviour	- Emphasis on exhibiting authentic leadership behaviour which links to how leaders and followers regulate the translation of their awareness into behaviours, actions that are considered authentic (relationships and ethical decision making)	Positive organizational context
3. Historical context	- History in terms of personal background and how history has triggered or prevented development in the past. Throughout one's life course, there are many potential trigger events that can stimulate growth and development	Life experiences
		Trigger events/challenges
4. Proximate context	- The model highlights how an engaged and ethical organizational climate can facilitate the development of authentic, transparent, and ethical leaders	Vision, strategy, culture
		Positive organizational context

5. Distal context	<ul style="list-style-type: none"> - National or international events that are outside an organization that may shape development (Avolio, 2007). - Distal context includes the organization culture and characteristics of the broader socio-cultural environment (Avolio & Luthans, 2003). 	Life experiences
		Trigger events/challenges
		Vision, strategy, culture
		Positive organizational context

Quantitatively speaking, Cooper et al., (2005) suggests that a reliable and valid measure of authentic leadership is required to make this construct valid. In response to this critique, Avolio et al. (2008) recently established the Authentic Leadership Questionnaire (ALQ). This survey method has been used to gain both a leader and followers' perspective on the leader in question. Together with the ALDM, these methods may serve as a dual approach to the issue of classifying an authentic leader. Future research on leadership development will need to focus on the interaction of genetic and developmental components that foster leadership at different points across the life span to better understand how environmental influences and genetic predispositions to develop different leaders (Avolio & Luthans, 2003).

Authentic Leadership Issues

With any theoretical framework, there will always be issues and questions that arise. Cooper et al. (2005) note that some may wonder if individuals with "Machiavellian tendencies" would participate in authentic leadership development to further their own personal power or self-interest. Cooper et al. (2005) state:

In the case of authentic leaders, the 'dark side' would be that those leaders who could emulate authenticity should be able to engender elevated levels of trust and commitment from followers, even if they are undeserving of such trust. Followers can be easily harmed by identifying with ill-intended leadership. We point out that there is a danger that one may be viewed as authentic and then gain power and

status in an organization through careful impression management. (p. 488)

Is someone considered an authentic leader even if he or she may act inauthentically in certain situations? The distinction of authentic leadership rests heavily on perceptions of what is considered moral and ethical. Even if a leader predominately behaves with the highest integrity, one mishap may cause others to believe this leader is behaving in discord with their exposed values and beliefs. Comparing authentic leadership to Bass' (1995) model of charismatic leadership "a leader may be able to be charismatic at times and non-charismatic at times and still be considered a 'charismatic leader' however it is likely that a leader must act with integrity consistently in order to be considered an authentic leader" (Cooper et al., 2005, p. 490).

Authentic leadership also fails to acknowledge the differences that may occur in individuals based on demographic, cultural, and social norms. With the lack of life experience, a young person may not have had the chance to experience trigger events that they could reflect upon to determine their authenticity (Cooper et al., 2005).

Truly authentic leaders may be looked at differently by others because, "in being true to his/her personal values and beliefs, a leader may present a unique persona to each follower" (Fields, 2007, p. 198). Perceptions of a leader's authenticity and integrity will depend on follower's perceptions about consistency in the relationship between leader actions and motives. Authenticity should be understood as a "dynamic concept that is developed in relationships with others" (Endrissat et al., 2007, p. 215). While followers might disagree about which actions a leaders' should take to address different situations, they may agree about the leader's authenticity and integrity if they perceive that the motives underlying the leader's action are consistent across all situations (Fields, 2007).

Followers believe that authentic leaders will not turn on them or act inconsistently if a situation goes badly (Fields, 2007). The leader's ability to influence others will depend in part on the social network in which that leader is embedded and how positive the network is regarding the leader's initiatives (Avolio, 2007).

Authentic Leadership in Organizations

Organizational climate refers to shared perceptions among organization members with regard to fundamental properties (Avolio, 2007). The more an organization's climate is positively oriented toward developing followers into leaders and has a history of doing so, the more likely followers will be to engage in leadership responsibilities and experiences (Avolio, 2007). This suggests that for leaders and followers to be effective, "leaders must promote an inclusive organizational climate that enables themselves and followers to continually learn and grow" (Avolio & Gardner, 2005, p. 327). Authenticity in an organization, reflects a leader's moral capacity to align responsibilities with the self, to the followers, and to the public in efforts to sustain cooperative efforts within and outside the organization (Brown-Radford et al., 2006).

The concept of authenticity is becoming a central focus of responsible behaviour for leaders in the twenty-first century after widespread media publications of numerous cases of executives acting inauthentically (Brown-Radford et al., 2006). "Personal benefits of authenticity, include more desirable levels of self-esteem, higher levels of psychological well-being, enhanced feelings for friendliness, and elevated performance" (Avolio et al., 2008, p. 91). Avolio et al. (2005) argue that authentic leaders have a direct effect on followers in the workplace by showing increased organizational commitment, job satisfaction, and satisfaction with superiors as well as creating meaning in one's work.

Authentic leaders are not only aware of the organization's worth, but also of their self-worth and that of others (Brown-Radford et al., 2006). "Followers of authentic leaders will have higher levels of trust and relational and development trust in particular to their leaders" (Avolio et al., 2005, p. 365). Authentic leaders are likely to have a positive influence on followers' behaviours because these leaders provide support for followers' self-determination. Authentic leaders are more interested in empowering their followers to make a difference by fostering relationships based on social exchange rather than economic exchange (Avolio et al., 2008).

Avolio et al. (2008) study using employees in a US multinational company operating in Kenya, Africa examined whether the supervisor was authentic, and if so, how this affected the workers. Results indicate that, "Followers' perceptions of leaders' authentic leadership was positively related to individual follower job satisfaction and rated job performance, controlling for the effect of organization climate" (p. 117).

Brown-Radford and his colleagues (2006) describe authentic leadership in organizations prior to the development of this construct as follows,

In the 1960's, an organization's authenticity was viewed as a manifestation of its leader's individual authenticity. This is described as a social condition of minimal discrepancy between projected external appearance and underlying internal structure. A hierarchical organization, in short, like an individual person, is authentic to the extent that, throughout its leadership, it accepts its finitude, uncertainty and contingency; realizes its capacity for responsibility and choice; acknowledges guilt and errors; fulfils its creative managerial potential for flexible planning, growth, and charter or policy formation; and responsibly participates in the wide community. (p. 68)

There is now growing evidence that an authentic leadership approach is desirable and effective for advancing the human enterprise and achieving positive and enduring outcomes in organizations. A study by Endrissat et al. (2007) found the most important

concept for 26 professionals was the discovery of their authenticity (Avolio et al., 2008).

Avolio and Gardner (2005) state that:

Authentic leadership can make a fundamental difference in organizations by helping people find meaning and connection at work through greater self-awareness; by restoring and building optimism, confidence and hope; by promoting transparent relationships and decision making that builds trust and commitment among followers and by fostering inclusive structures and positive ethical climates. (p. 331)

Through increased self-awareness, self-regulation, and positive modeling, authentic leaders foster the development of authenticity in followers (Avolio & Gardner, 2005). People who recognize the role of the leader as the central component of their self-concept, achieve high levels of self resolution or self concept clarity, have goals that are self-concordant, and behave according to expressing their true self (Avolio et al., 2008). “Research confirms that when followers are treated in a fair and positive manner they are more committed and likely to display positive attitudes, resulting in greater trust in the leader and the system as a whole” (Avolio et al., 2005, p. 367).

Society reacts positively to those who lead their organization with a greater sense of moral and corporate social responsibility (CSR) (Carroll, 1991). Driscoll and McKee (2007) found “the relationship between the Chief Executive Officer's (CEO's) leadership style, values and the ethical practises of the organization do influence ethical practises in the organization” (p. 209). An example of the opposite of this effect is Martha Stewart's company. “Even before her trial and conviction, Martha Stewart's company had lost billions simply based on her ‘allegedly’ violating insider trading laws” (Avolio et al., 2005, p. 368).

Women, Leadership, and Sport

Given the relative lack of females in managerial roles in society, there is a limited

amount of research concerning this topic. In today's society, "Women are severely underrepresented in managerial and executive positions in organizations" (Arvey et al., 2007, p. 694). The lack of women in managerial and authoritative positions may be a result of discrimination, work-family conflict, women choosing not to pursue leadership positions, and few opportunities for women to take part in leadership development that promotes their advance into leadership roles (Arvey et al., 2007). Recently the numbers of women in professional and technical fields of work has increased, yet women still account for less than half of the workers in those fields (Fields, 2007).

The types of personal characteristics seen amongst women that might direct them toward leadership roles have not been thoroughly explored (Arvey et al., 2007). If there are very few women leaders in an organization or industry, employees will have limited or no experience working for a woman leader. Within these circumstances, followers may have greater difficulty arriving at a consensus about the leader's authenticity and integrity, since direct or indirect behaviours that followers are accustomed to using for such judgements are less readily interpreted (Fields, 2007). In addition, social identity and social norms may cause employees' to have inaccurate interpretations of the woman-leaders actions and may provide mistaken information.

Avolio and Gardner (2005) acknowledge the fact that women and other outsiders who have not traditionally had the access to certain leadership roles may find it difficult to achieve relational authenticity because they are not accorded the same level of legitimacy as more traditional leaders have had. "Within predominantly male work context, the presence of women on a team may negatively affect the status that team members attribute to the team" (Fields, 2007, p. 203). Teams who have more female

members than males may also anticipate that their decisions will come under great scrutiny by the organization.

Women do enjoy greater access to sport and physical activity than they ever have before. However, the number of women involved in sport governance at national and international levels continues to be relatively small and seems resistant to change regardless of efforts to increase the participation of women (Claringbould & Knoppers, 2008). Even with the growing opportunities for women to participate and govern sport organizations, there is only one woman holding a high profile position on the International Olympic Committee out of the 15 executive board member positions available (International Olympic Committee, 2008).

Claringbould and Knoppers (2008) continue their inquiry into the gender differences in sport governing bodies by conducting a study examining how members of The Netherlands' national sport governing boards of directors feel about various gender compositions. Using a qualitative research approach they examined how 28 women and men members of national sport governing board of directors feel about gender difference. The men and women participating in the study considered their recruitment and selection for board membership as gender neutral and free of gender discrimination. However, none of the sport governing board of directors involved in the study had ever had a woman chair, while most of the women held the position of general secretary or were general members. The results of this study found one of the male participants arguing that, "Women do not want to become board members, because membership takes too much time...That is their choice" (p. 85). The time and energy spent on minimizing obstacles for the women's board membership was considered a "waste of time and effort"

(p. 85). Gender was played an obvious role in how men and women were perceived to be an appropriate fit for board membership. They discovered that males were perceived as more able because they often held top positions in the labour market, most recruitment took place through male networks, and male board members felt woman would not be suitable board members because they did not have the time or ability to handle the pressure (Claringbould & Knoppers, 2008).

Women, on the whole, are under-represented in leadership positions, paid less, and marginalized in the workplace (Cunningham & Sagas, 2008). It can be argued that women and men are treated equally in the sport industry, with the examples of women coaches of women's basketball teams being paid more than men who coach women's teams. Coaches of men's basketball teams however, earn almost double what the coaches of women's teams earn, which again exemplifies the inequalities women in leadership roles face in sport (Cunningham & Sagas, 2008). Research among coaches has indicated that women, relative to men, leave the coaching profession at an earlier age and express less interest in becoming head coaches (Cunningham & Sagas, 2008). The positions left vacant by women are oftentimes filled by men, thereby serving to further increase the discrepancies in the proportion of men and women serving as head coaches. In seeking to understand why such differences exist, researchers have pointed to differences between men and women in self-efficacy, the anticipated outcomes associated with being a head coach, support from administration, and perceived opportunities in the profession (Cunningham & Sagas, 2008).

Sport marketing and consumer behaviour research have increasingly considered gender in their analyses of sport spectators (Cunningham & Sagas, 2008). Marketing

efforts have traditionally been geared toward attracting the ‘average fan’ to the event – that is, the efforts have been aimed at attracting men to sport events. However, women represent a growing segment of the fan base. Further research has shown that relative to men, women are more likely to purchase team merchandise and are more likely to remain loyal to the team in the future (Cunningham & Sagas, 2008).

In sport, any person that is considered as nurturing, having non-aggressive tendencies, being emotional, sensitive, or quiet are considered ‘feminine.’ They will, therefore, not perform as well as someone with more ‘masculine’ characteristics (Miner, 1993). Masculinity is associated with being strong, aggressive, and goal-oriented. For women participating in sport, especially those traditionally involving traits commonly associated with masculinity, participation, and managing by women is minimized when they are accused of imitating or desiring to be men (Miner, 1993).

For women in sport, change will mean continuing to challenge gender role definitions and power distribution. Women in sport reflect the potential of women to achieve and contribute to society. The fulfillment of that potential will have a lasting effect on sport and on society (Miner, 1993). There is no logical reason to believe that women cannot excel in sport if socially imposed barriers are removed.

The body of knowledge surrounding leadership is vast and touches on all aspects of one's personality, behaviours, and interactions with others. Authentic leadership addresses all these aspects and incorporates a leader's experiences and integrity into one's actions (Avolio et al, 2005). If scholars had produced a ‘cookie-cutter leadership style’, individuals would try to imitate it forever. They would make themselves into personae, not people, and others would see through them immediately (George et al., 2007).

Enhancing the body of knowledge on authentic leadership can help others develop into the leaders all types of organizations will need.

Throughout the literature reviews on the preceding topics, a lack of research on women in leadership positions was noted. This study investigates both authentic leadership and a case of a woman holding a powerful position of authority within a sport organization and analyzes her leadership style in terms of authentic leadership.

CHAPTER III

METHODS

The following chapter discusses the research process utilized for this study. First, an explanation of the postmodern paradigm and the relevant perspective that framed this study is offered. Second, a discussion of the research process and methods used for this study is included. Third, ethical considerations for this study are explained, and data collection and analysis processes are described.

Paradigm

A paradigm is a belief system, worldview, or framework that guides the researcher and the research practices used in a field (Willis, 2007). In the scope of qualitative research, a paradigm attempts to explain why certain observations, interpretations, and assumptions can be true to an individual (Willis, 2007). The paradigm used in this study was in alignment with the chosen methodology and methods used (Crotty, 1998). One's paradigm lies within a continuum between objectivity to subjectivity, depending on the ontological and epistemological reasoning one has developed. In terms of this study, the research was conducted based upon one of the most subjective paradigms to emerge in social science research: postmodernism. 1

Postmodernism

Postmodernism incorporates a variety of concepts from paradigms already in use, including critical theory and interpretivism. Being aligned with a postmodernist perspective allows for a subjective look at human interaction and the world one has created for him or herself. A key aspect of postmodernism is understanding the truth that

is unique to each situation. Postmodernism allows the researcher to question the scientific method as being the sole provider of credible research (Crotty, 1998). This genre of research challenges notions of universal truths, the supremacy of rationality, and the goal of progress, while focusing on ways that meaning is produced and struggled over (Crotty, 1998). Spiro (1996) provides a description of postmodernism as a valid way to look at the world, arguing that because of the subjectivity of the human object, any epistemological argument cannot be an objective truth because of that subjectivity. Second, since total objectivity is an illusion, science, according to the ideological argument, undermines the existence of oppressed people (Spiro, 1996).

Wall (2004) discussed the differences between understanding knowledge from a positivist versus a postmodernist perspective and how information gathered from a postmodern narrative study is beneficial to its readers, by stating:

This research deviates from the usual positivist approach that assumes knowledge is objective and exists in and of itself. Instead, I see knowledge as socially constructed and uses a form of interpretive social science as the framework for the collecting and analyzing data...The value in telling their stories is that it may stimulate (similar) experiences and responses with in the readers, or arouse curiosity about studying solitude. p. 35-36)

Postmodern thought has been influential because it allows for knowledge to develop from knowing in context. Willis (2007) explained that we acquire this type of knowledge by using non-scientific methods, such as interviewing and field observations. According to Rosenau (1992), there are two types of postmodernist, *sceptical* and *affirmative*. *Sceptical postmodernists* reject theories because no one theory is more correct than another. This study, however, was taken from an affirmative postmodernist perspective. The affirmative postmodernist believes that theory does not need to be removed from a situation, but transformed such that it does not claim to be the absolute truth in the world;

instead, a truth for each individual situation exists.

This research study used the theoretical framework of the Authentic Leadership Development Model (ALDM) (Avolio & Luthans, 2003) as a model for the development of authentic leadership. The goal of using this model was to assess an individual in a leadership position who portrayed qualities so as to develop into an authentic leader. This research study will also assist in the development of the authentic leadership literature in sport management.

Research Process

The research process outlines the methodology, ethical considerations, and data collection and analysis procedures. This study followed a narrative methodology. The following section defines the narrative methodology and its usefulness in this research study.

Methodology

Methodology refers not only to techniques of data collection, but also to the issues of voice, ethics, values, and rigor of an investigation (Guba & Lincoln, 1985).

Postmodernism allows for a variety of different approaches in studying one's individual truth. The narrative research approach was best situated for the research questions to uncover the life of the research participant and how her experiences have allowed her to become the President. This type of methodology attempted to represent in detail the perspectives of the participant and learn her own truth. The narrative approach was described by Willis (2007) as a form of storytelling. Rankin-Brown (2006) provides a connection between the terms storytelling and narrative research. The narrative research process involves using one's perception on one's life story to inquire about events,

feelings, thoughts, and the description of the meaning of a story with the researcher. The researcher assembles the thoughts, descriptions, and observations in a logical report. Narrative research is an attempt to connect a public audience with a person and provide insight into the experiences which have influenced the person they are today. Narrative research recaptures the art of storytelling and draws attention to its important role in sharing knowledge with others.

Narrative research has similar characteristics of hermeneutic research, which involves cultivating the ability to understand things from another's point of view, but narrative research focuses the report on describing their situation in terms of context. Narrative research will allow authentic leaders to fully disclose important events in their lives that have shaped their authenticity. As well, it will help demonstrate through a series of events, how they arrived at their position of leadership. “The events and experiences chosen by authentic leaders to appear in their life-stories reflect the leader's self-concepts and their concept of leadership and allows or enable them to enact their leadership role” (Eilam & Shamir, 2005, p. 407). It may also reveal certain trigger events in their life that may have shaped their development.

The research conducted was done under a narrative methodology. Creswell (2007) illustrated two approaches to narrative research. The first approach is the creation of themes and a collection of descriptions of events that creates a historical timeline. The second approach emphasises the different forms of narrative research, including biographical, autobiographical, life, and oral history. For this study, the second approach was utilized. Narrative research approaches have been used extensively by anthropologists in many different cultures (Eilam & Shamir, 2005). Findings are derived

largely from oral storytelling by the person being studied or from documents and archival materials related to the person's life. The goal is to present themes that indicate important points in the person's life that reveal the individual (Algozzine & Handcook, 2006).

Creswell (2007) more specifically defines the life history approach as involving the researcher reporting on an extensive record of a person's life as described to them. The individual in focus was living and their life was still influenced by personal relationships, social situations, and previous experiences.

Life stories can provide leaders with a "meaning system" from which they can act authentically, that is interpret reality and act in a way that gives their interpretations and actions a personal meaning. Life-stories express the storytellers' identities, which are products of the relationship between life experiences and the organized stories of these experiences . . . Leader's life-stories are self-narratives. Self-narratives refer to the individual's account of the relationships among self-relevant events across time. In developing a self-narrative the individual attempts to establish coherent connections among life-events. (Eilam & Shamir, 2005, p. 402)

This type of methodology may require different perspectives, interpretations, and analyses and may use a variety of methods to explore and gain insight into the subject's life. This includes, but is not limited to: interviews, observations, and document and audiovisual analysis (Creswell, 2007).

Advantages to the narrative methodology include Stroobants' (2005) explanation that it adds both rich and meaningful data to the thinking and understanding of individuals. With a full analysis and understanding of one's life experiences, one can gain insight into the human development that you would normally not be able to achieve. "Leadership development is to a great extent the development of self-knowledge and clarity through reflection, interpretation, and revision of life-stories. Therefore, the construction of life-stories is what studies of authentic leadership development should focus on" (Eilam & Shamir, 2005, p. 413). It also provides others with a picture of real

people, in real life situations struggling with real issues (Margaretta, 2002). Life-stories may demonstrate that the individual possesses many qualities considered necessary for leadership, including: a strong will, self-confidence, pro-activity, the ability to take on big challenges and cope with difficulties, independence, and toughness (Eilam & Shamir, 2005). The life history approach is probably the only authentic means of understanding how motivation and the action of the human mind reflect the process of institutional and individual thought in the post-modern world (Dhunpath, 2000).

In order to establish a sense of rigor for the life history, one needs to ensure that all aspect of a person's life has been uncovered. Arvey et al. (2007) established a list of eleven areas for investigation when examining one's life history, in terms of leadership development (see Table 3).

Table 3 - Investigating one's life history (Arvey et al., 2007)

1. Educational experiences	Past educational experiences having relations to future managerial success was reported and served as the most frequently cited event in one's life that helped contribute to successful leadership development.
2. Religious experiences	Religion provides individuals with a unique instrument for making sense of life.
3. Parents and siblings and/or other family members	Previous studies of leaders have exposed the role of family members in helping them form their values and goals associated with leadership.
4. Experience of loss	These include such events as divorces, business failures, death, and other experiences outside the control of the person.
5. Experience of unexpected opportunity	Unexpected opportunities are also important determinants of leadership.
6. Peer groups	Working relationships are deemed as valuable for development because of the degree of mutual obligation and the duration of the relationship.
7. Mentor or Mentors	Mentors serve as guides, sources of feedback, role models, skill builders, liaisons, clarifiers and even constructive critics.

8. Role models who are unrelated	Individuals often look to someone who is beyond the direct line of supervision in an organization for guidance or an aspiration for their own career success.
9. Training and developmental experiences	Formal training programs can be seen as effective in attempting to improve leadership, and serve as guides and provide insights for those who wish to become better leaders.
10. Prior challenges in jobs	Demands in jobs such as job overload and facing unfavourable business conditions represented “dimensions of managerial jobs that could impact leadership development” (Arvey et al., 2007, p. 695).
11. Prior success in leadership roles	Those who had more chances of leadership roles throughout high school and beyond showed a greater sense of approval as leaders by others.

While conducting narrative research does not involve following a formal procedure, Creswell (2007) illustrates a guideline of a five-step method for narrative research (see Appendix A). In this study, this procedural guide was to create a method to follow, but not strictly as a formal approach, due to the informal nature of postmodernism and exploratory research. Ethical considerations of this study are discussed next.

Method

According to Yin (2003), there are five different major research strategies: experimental, survey, archival analysis, history, and case study. The differences between the strategies lie in which type of research questions are asked, if the strategy requires control over events, and if there is a focus on contemporary events. In this research study, a narrative case study was used due to the specific nature of the research questions. Even though the usage of more than one case, as referred to as multiple case designs by Yin (2003), offers many advantages, a single case design was justified given the limitations around the researcher’s timeframe and resources. This approach was chosen given the

issue of time, resources, and information required. Also, this research was exploratory in nature and an in-depth case study is an appropriate method for such a purpose.

The decision to conduct a narrative case study was based upon Creswell's (2007) description of the required procedure for what narrative research is and its alignment to the purpose of this study. Narrative is about the life of an individual; a person for whom a study and analysis would be beneficial to society. The research subject was the only female president of an organization in this sport's league. Her managerial and leadership style was evaluated based on her life experiences and the ALDM.

Algozzine and Hancock (2006) described three types of case study research designs. These include exploratory, explanatory, and descriptive. An exploratory design attempts to uncover how events occur and which ones may influence particular outcomes (Algozzine & Hancock, 2006). An explanatory case study would be used if you were seeking to answer a question that sought to explain the causal links in real-life interventions that are too complex for the survey or experimental strategies (Yin, 2003). A descriptive case study is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003). For this study, an exploratory design was used. The events that were uncovered are those in the President's life and how those events influenced her authentic leadership development process.

The focus of this research was selected for the case study due to her position as a President of a for-profit sport organization. She was also selected based on proximity to the researcher, the time allotted for the study, and her willingness to serve as a research participant. Her rights were protected based on a confidentiality agreement, member checking, letter of intent, and informed consent. Other participants' rights were protected

based on a confidentiality agreement, member checking, letter of invitation, and informed consent. E-mail correspondence was also conducted prior to data collection to establish a timeframe for when the study was to begin.

A narrative case study can include interviews, participant observations, document, and audio/visual analysis (Creswell, 2007). An entire life history of the President was required (in order to fully examine the ALDM) to examine her life experiences, psychological capacities, trigger events, self awareness, and regulation behaviours (Avolio & Luthans, 2003). A life review begins with asking a research participant to draw a life-line, identify major events and turning points, and reflect on these events (Eilam & Shamir, 2005). The process of gathering enough information to successfully answer the research question also required extensive observation. A time frame of three months of in-depth organizational participation was allotted for data collection (July 2008 – October 2008). The interviews and observations were completed during this time period. Member-checking was conducted in October 2008. The researcher's role in the organization was as participant observer, volunteering with various tasks as requested, but maintaining the role as researcher.

Ethical Considerations

Creswell (2007) acknowledges ethical concerns of high importance in relation to narrative research to protect the research subjects. Brock University has a Research Ethics Board (Brock University Research Services, 2007), which deals with all research involving human and animal interactions. Both Creswell and the Brock University Research Ethics Board (REB) focused on ensuring that participants' informed consent had been received, that no deception or covert activities occurred, that confidentiality was

be guaranteed to participants, and that the research benefitted the participants more than pose a risk to their physical or mental health.

Cooper et al. (2005), as well as Eilam and Shamir (2005), found that leaders' life stories could also be collected from other parties close to the leader, such as family members, colleagues, and followers, and that their stories provide effective comparison to the leader's story. For this study, informed consent was administered to all research participants. First, a letter of invitation for participation was administered to the President, as well as staff and family members (see Appendix B). As well, the informed consent forms that were given to all participants are included in Appendix C, as required by REB. Second, confidentiality was given to all participants. The information provided by others was assigned random numbers and pseudonyms to ensure their identity was protected. All activities concerning the President were documented in an observation journal. An information sheet regarding this type of research was given to all participations prior to the start of the data collection to provide information to participants about the nature of the study. Member checking was completed once all interviews were completed to ensure that the information given was what the participant wished to report. Member checking was a process by which each participant was shown the collected data relative to them, and they were given an opportunity to review, make changes, and omit any information to ensure they were represented correctly in the research.

The purpose of a narrative case study is to represent the person in question with accuracy. Thus, member checks were made to ensure the information disclosed would not harm any participants emotionally or publicly. The participants were made to understand that their contribution to the research was voluntary and they were free to withdraw at

any time. Creswell (2007) mentioned that a study may be done on sensitive subjects and that a researcher can deal with personal information by conveying a general image without including information that may be ‘off the record’ or potentially harmful. For example, a postmodern narrative case study done on women’s response to learning in solitude describes this ethical concern. Wall (2004) found that, “formal survey type interviewing creates a hierarchical relationship between the researcher and participant... unsuitable for good sociological work with women because it objectifies them” (p. 36). Ideally, the research participants should have the freedom to express themselves without fear of disapproval or advice from the interviewer.

Data Collection and Analysis

A semi-structured approach interview guide was developed. Such interview guides are particularly well-suited for case study research. Algozzine and Hancock (2006) described this approach as having researchers ask predetermined, but flexibly worded questions. In addition to posing predetermined questions, researchers using semi-structured interview guides ask follow up questions designed to more deeply probe issues of interest. Using the semi-structured interview approach, researchers invite interviewees to express themselves openly and freely with the expectation that they will define the world and topic of focus from their own perspectives.¹

The head office of the organization consisted of nine staff members and two interns. The staff members included the main research subject (i.e., the President), and the employees of the organization. Three staff members were invited to participate in an interview in person, where each assessed the leadership style of the President, as well as the organizational culture of the organization. The three staff members were selected

based on their close position within the organization in relation to the President. The President was interviewed to assess her personal and professional development, historical timeline, and organizational culture. The President further identified three individuals who she felt would be able to assess her leadership style and historical context. They were also interviewed for the topics using the same questions that would be asked of the President relating to the historical timeline and views on her self development (see Appendix D).

Questions for the interview guides were based upon the ALDM and were created to uncover information relating to the five elements. The interviews were recorded using a digital recorder, and then transcribed verbatim using a computer and word processing program. Observations and reflective notes were recorded in a journal with dates and times, to facilitate the accurate recall of events. All transcribed notes and journal entries for participant observations, were saved under a pseudonym on both the researcher's computer and external hard drive to ensure participant confidentiality.

All transcripts and observations collected were recorded verbatim. Once the three month case study was completed, data was analysed to develop categories, connections, and integration of concepts. The data was coded using open coding and selective coding (Creswell, 2007). Open coding involved forming initial categories of information about the President based upon the ALDM. These categories related to the five ALDM elements. The data was placed into the following categories: psychological capacities, self awareness, self regulation/behaviours, positive organization context, life experiences, trigger events/challenges, and mission/strategy/culture. Within each of these categories, the data were analyzed to find different properties to explain each of these categories.

Following open coding, selective coding produced a story-line of information that presented all the information collected as it relates to the ALDM.

Yin (2003) described the justification for the case study method based upon the situation being studied by emphasizing that single case design is justifiable under certain conditions when the case represents: (a) a critical test of existing theory and (b) a rare or unique circumstance. This situation falls into both categories, as a need to further understand the ALDM is present, and the subject of the study, a female president of a for-profit sport organization, a role typically held by a male, making a single case study the most appropriate method for answering the proposed research questions.

Postmodernism is highly criticized due to its rejection of objectivity. Postmodernism also rejects the notion of modern criteria for assessing theory (Rosenau, 1992). However, by presenting the information from an affirmative postmodernist perspective, the ALDM is not being used as a formal criterion, but as a tool to assist in analysing the situation. The ALDM was being used as a model that served as a link between the case study on the President and authentic leadership. However, the study may find the theory is invalid in this particular scenario, and the case study may then serve as a window into the life of a female President of a for-profit organization.

Narrative research is regarded as the most non-rigid form of qualitative research. There is no set criterion to follow and the entire study is based upon the researcher's interpretations of the stories told and observations seen. Margareta (2002) addressed an issue related to the notion of narrative research. In relation to reliability, one may begin to question the relationship between the researcher and the individual based on collective time and memory. However, as Eilam and Sharmir (2005) note:

Constructing a coherent life-story involved highlighting certain participants and parts and ignoring or hiding others. This does not mean that authentic leaders lie while constructing their life-stories. Rather, they are constructing their truth by legitimately selecting and emphasizing certain events and participants in the services of this purpose. (p. 405)

So while the participant may exclude information or interpret events differently than expected, it only enhances the results of her own personal truth and authentic leadership development.

Findings based on evidence attained from interviews, observations, and documents are more convincing than those based on evidence from only one or two of these information sources. Case study researchers verify and confirm their findings by sharing the outcomes of their work with participants, with their colleagues, or with experts on the topic under consideration (Algozzine & Hancock, 2005). Overall, case study research seeks to identify themes or categories of behaviours or events rather than prove relationships or test hypotheses. Due to the process of collecting and analyzing data from multiple sources, case study research sometimes requires the researcher to spend more time in the environment being investigated than with other types of research methodologies. This process justified the timeframe of three months within this organization, with room for more time in the event that the necessary information has not fully been collected (Algozzine & Hancock, 2005).

Based on the research questions, and the literature on the topics relating to my study, the researcher used exploratory case study method using a narrative methodology and post-modern paradigm. The narrative research process involves using one's perception on one's life story to inquire about events, feelings, thoughts, and the description of the meaning of a story with the researcher. In terms of the participants of

the study, the main focus of the study was selected due to her role as a female president of a sport franchise. She was also selected based on time allotment for the study and willingness to be involved in the research. Two two-hour interviews were completed with her. The organization itself had nine employees and they were all involved in the observation part of the study. From these nine, three employees were selected to be interviewed based on their role in the organizations hierarchy and proximity to the President. Three other interviews were conducted with three other individuals, who were identified by the President on the base of who can best attest to her leadership style.

A three month in-depth participation and observations were completed. Member-checking was completed after data collection. The data was analysis using the ALDM; as well a life-history was completed. The proceeding chapter will present the findings to the research questions and discuss them within the framework of the ALDM.

CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this study was to provide an in-depth life-history examination of the leadership qualities of the President of a for-profit organization and to explore the individual's leadership development within the framework of the Authentic Leadership Development Model (ALDM). The following chapter will present the life history of the President, followed by the results pertaining to the following research questions:

- 1) What trigger events in the President's life helped her achieve the position of President of a for-profit sport franchise?
- 2) Did the President's life story align with the Authentic Leadership Development Model (ALDM) (Avolio & Luthans, 2003)?

The findings of the study are presented and discussed relative to aligning the President's life history and leadership practices to the ALDM.

As previously mentioned, the data collection process included semi-structured interviews with the President of a for-profit sport organization, three staff members, and three pre-selected persons in her life. In addition, data collection included three months of in-depth participant observation. The data were categorized based on open and selective coding into the categories reflective of the ALDM (Avolio & Luthans, 2003). These seven categories included: psychological capacities, self awareness, self regulation/behaviours, positive organization context, life experiences, trigger events/challenges, and mission/strategy/culture. Within these seven categories, the data was further analysed using the four categories of the ALDM, including: positive psychological capacities, positive organizational context, and positive self development

(Avolio & Luthans, 2003). Also included in the ALDM is an aspect of how trigger events and challenges contribute to one's leadership development. Member-checks were completed during the research process with all participants to ensure the information collected and transcribed was correct. The analysis of all collected data (digital recordings, written observations, and verbatim interview transcripts), and coded data (open coding and selective coding) are presented sequentially in this chapter.

Life History of the President

Eilam and Shamir (2005) argue that authentic leadership development is understood by focusing on the individual's life story. In this regard, the President's life experiences revealed during in-person interviews are presented next. This will assist with our understanding of the positive self development category of the ALDM. The life-history of the President provided a snapshot of her as a person, in real-life situations, dealing with personal issues (Margaretta, 2002). According to Dhunpath (2000), the narrative research approach is a means of understanding how one's motivation and behaviours are related to their thoughts and belief system, as created through their life experiences. Creswell (2007) explains how the narrative research process involves using one's perception on one's life story to inquire about events, feelings, thoughts, while describing the meaning of a story with the researcher. Essentially, our past experiences may impact future behaviours. This section will present chronologically, the childhood and adulthood phases of the life-history of the President, including her involvement with the for-profit sport organization she is currently leading.

Childhood

In 1960, the President was born on an Air Force Base in the United States of

America, while her father was temporarily serving in the Air Force and training in air traffic control. Shortly after she was born, her father completed his training, and they moved back to what she refers to as her home country. She has dual citizenship in both the United States of America and Canada. Her older brother was born two years earlier. Her first name originated from a taxicab ride her parents took weeks before she was born. The taxicab driver had a daughter and the President's mother found the name so unique she chose it for her own daughter. When they returned to her home country, they lived in a small town outside of a major city and spent the remainder of her childhood in the same house.

They lived in a three-bedroom bungalow in what was known as the "Dog Patch" area of town. This quotation provides a glimpse of the President's simple and frugal upbringing. The President recalled her home in vivid details and described it as follows:

We'd walk in, and they had a milk box, actually, right by the side door. We never used our front door. We always used the side door. And so right beside the side door was a little milk box. You know, back then, they used to deliver the bottles of milk. And that was, rarely, rarely, so we did have refrigerators back then. But I remember the houses used to have these milk boxes. And I remember we locked ourselves out once, and I was small enough that they put me through the milk box to open the door. But a really small little house, and I lived there, I grew up there. Open up the side door, you walk up, the kitchen's right there. And I remember vividly the phone on the wall with the 12-foot extension cord, so you can walk around. And then, the next room was, sort of, the dining room slash living room, family room. It was one room that you used for everything. And then, you go down this tiny little hall that was probably two feet long. And it was my mom and dad's bedroom, my brother's bedroom, my bedroom and then, the one bathroom that we all shared. An unfinished basement . . . and over the years as we grew up, my dad started finishing it. And he did build a room down there for my brother. So we had a tiny, tiny, tiny . . . like, I drive past now, and it's like, how did we ever fit in there? But not only fit in there, I mean, it was, yeah, as we grew up, all of my friends, all my brother's friends.

The President described having great parents who were, and are still, a huge influence on her life. She portrayed her father as a laid back man, an extrovert in

personality, who was well liked by everyone. One of her brother's friend looked to her father as a second dad, and someone who could provide guidance when his own father passed away while he was young. The President described her father in the following quotation:

And we'd have guys that would phone up my brother to go play, let's say, touch football. And my brother wasn't home, so they'd say, "Bob, come on out." And he would. Or they'd play poker, and they'd invite my dad to go. And I mean, he was just . . . nothing phased my dad. I don't remember my dad ever getting mad. He was just, kind of, had a solution for everything, very happy go lucky. He was just a great guy.

The President also expressed fond memories of her mother. She described her mother as very loving, and placed such a high importance on family that she herself did not have many friends. Her life consisted of her husband, children, and her parents, and it left very little room for anything else. The contrast between her father and mother's personalities worked well for them, and the President distinctly and fondly remembers the strong bond in her family. At home, her mom was described as a "control freak" when it came to cleaning the kitchen and her cooking pots. The President attributed this to her mother's thrifty side, as one set of pots was supposed to last an entire lifetime. The only chore the President was required to do was make her bed. Her mom stayed at home until the President was fourteen years old, when she needed to begin working in order to support their family financially, as one income was no longer sufficient. This was a major crisis point in the President's childhood, as the first day of high school was the same day her mom started working. She described this as terribly upsetting, as it was a comfort having her mom at home all the time just in case she was needed.

There was no extravagant spending in her childhood. Due to a lack of extra money, she received many of her brother's clothes as hand-me-downs. Her parents were

very practical and would only buy necessary items. The President explained her mother's frugality related to buying clothes, reflecting their lack of money:

My mom would buy us stuff that would last us for years. And if my brother outgrew something, if it was good, then, I would wear it, too. You know, I would get the odd things. But we really were a family of . . . you know what? My mom had the same orange shirt for, like, 25 years. I'm not kidding you. And in every picture, you see my mom in the same shirt. And so we were a lot like that, too. I remember, you'd open up my closet and there would be, like, five things. And you just made them last. And I remember, during the course of the year, you might buy a few things for going back to school.

Another moment in her childhood that was upsetting, yet reflected upon the frugality of her family was when she found out there was no Santa Claus. This occurred when she was eight years old, when her parents told her, "You have a \$100 for Christmas, what do you want me to buy you?" When she became old enough to shop for herself, her parents would give her the hundred dollars to purchase what she wanted, and they would wrap it up and place it under the tree. The practicality of her childhood was reflected in their Christmas spending. The President does recall a ruined Christmas surprise as one of the most heartbreaking moments growing up. She described this moment as follows:

And, I remember the one and only year of my life that I had a surprise was that year my parents bought me skis. And I didn't know about it. And my brother said, "Can you go down in my room to get". . . we were heading out some place. He goes, "Oh, I forgot this. Can you go get it?" So I went down in his room to get it. And anyway, I found the skis. So the surprise was wrecked. And I remember being heartbroken. I thought, "Wow. This is the first time in my life I've ever had a surprise." And I blew it. And I remember thinking, "Oh, my God," how cool would that have been Christmas morning to wake up and have a surprise like that? And I blew it. And I remember this day being absolutely heartbroken that I found those things.

Growing up, many days at her grandparent's house were spent playing hide-and-seek with her five cousins. She had vivid memories of going up the stairs to the second floor (and not having a second floor at her home made this more exciting than ever) and

there was a cupboard there where she used to hide out. Or in their dining room, she talked excitingly about these cupboards that she would open, and hide inside. Her grandparents also had an attic; although this area was banned for the children, they would go in there. She claimed that this game of hide-and-seek was the most fun game of her childhood. Her grandparents also had a cottage on a lake, where her family would spend every weekend and her summer break. She does not recall many events that occurred at the cottage, except for the time when she and her brother hitchhiked to the store and the gentlemen who picked them up called them “fellas.” The President recalled being so upset for being mistaken for a boy, (a repeated issue during her childhood allegedly because of her short hair and interest in sports) that she vowed to grow her hair long to distinguish herself from males.

At home, she did not have an abundance of toys. She was constantly riding her bike, and would ride all over town to visit friends and explore. She spoke of things she did that she would never let her children do “now-a-days”, such as riding her bike in the pitch black of night, and riding down the train tracks to visit friends, or down to the farmer’s field to steal peas and apples. The farmer would come out with a shotgun, the President remembered laughingly. She recalled a very simple childhood filled with hopscotch, playing sports, and her bike. This was the first glimpse into her active sports life.

The President was very responsible growing up and never wanted to cause grief for her parents by behaving against their wishes. This characteristic of behaving responsibly helped her throughout the peer pressure of her childhood and teenage years. The behaviours and values she developed at this point included being

responsible and eager to please. She described her attitude towards trying illegal drugs and smoking:

In all honesty, I was a parent's dream as a child. And I'm not being conceited. I'm just being very truthful. I never did anything wrong. And you can put this on paper. I've never once in my life tried drugs, never once . . . Not a puff, nothing. I've been to tons of parties growing up where it's absolutely rampant, and you know what, I just never had a desire to do it. Never . . . I'm actually quite proud of myself, now, because I've got people now saying, "Oh, come on. You know, try it." And I'm, like, you know, I have no desire. So I never really gave my parents any grief . . . It's so funny. This is who I was, actually.

The President started receiving an allowance of money from her parents once she entered high school. She received ten dollars a week and five dollars of that had to go to putting gasoline in the car as she got her learner's permit to drive the car at age fifteen. She began to practice driving; however, once she was able to take her full licence, she failed. She recalled this was due to her terrible parallel parking at this time. She eventually went to driver's education and received her licence. Now that both she and her brother were driving and both parents were working, this put a strain on the family car. Growing up for the most part, her family only had one car. At this point in time, her parents purchased a Berlinetta Camaro. The President described this car and the feeling of driving it:

This was so anti anything that I had ever grew up with, because we were very frugal. Very thrift, no extravagance, you know, nothing. And then, my parents come home with this blue Camaro. I'm like, "Are you freaking kidding me? This is great." . . . So yeah, it was this blue Camaro. And oh, did I ever feel hot back then, in a blue Camaro. Like, "I'm driving a blue Camaro. I have no money, and my clothes suck. But I'm driving a blue Camaro."

The President attended public school, her elementary school was located around the corner from her home. For high school, she attended a semestered high school in the same town where she lived. The President described herself as a very good student.

During her five years of high school, she was able to achieve over the 80% average required to make honour roll. The President was actually teased by her peers due to the fact she excelled both at academics and athletics. In her fourth year of high school, her course-load consisted of chemistry, physics, biology, algebra, english, and french. She had a gift for chemistry, and received the highest grade in the school in the course that year. She knew at this time she would be registered in an undergraduate Physical Education program at university, and dropped chemistry in her fifth (and final) year of high school, and the chemistry teacher never spoke to her again. In terms of athletics, she participated in every sport her school offered.

She especially excelled in both gymnastics and volleyball. Due to her excellence in volleyball, she was recruited to play at different universities. Originally, she settled on one school which was close to home, however, after a campus visit she realized this university was too large and she believed she would not be able to make the close connections and relationships she was seeking. She decided to play volleyball for a university two hours from home. While there, she pursued a bachelor's degree, majoring in Psychology and minoring in Physical Education.,

Adulthood

When she began her university career, she was not eligible to live in campus residences and instead chose to live in an apartment close to campus. She became roommates with a girl who had also attended her high school, but they were not close friends at this time due to their different circles of friends. As roommates, however their friendship grew and this girl ended up being the President's "saviour" during her first year. She described the beginning of the evolution of their friendship:

I played volleyball, I'd get home late. She'd have my dinner cooked for me. If she was doing laundry, she would say, "Give me your laundry, I'll do it anyway," because I was away a lot on volleyball trips. And I thought, you know what, wow. Like, you've got to stop and give yourself a pinch sometimes . . . Because there are people that you think that whether it's the way they look and the way they act or where they come from or how they dress or whatever it is, you can get such a wrong first impression. You know, and you cannot forge ahead making a friendship, based on an incorrect first impression . . . well, I knew this girl for five years in high school. And not that I didn't give her the time of day, it's just we weren't in the same circle. So I never made the effort to break that.

Halfway through her first year of university, her parents called to inform the President that her father's job was being transferred and he was being relocated to the same town as her university. At this time, the President immediately knew that finances would dictate her moving back to her parent's home. Halfway through her first year, this move occurred.

Another major event from her first year of university occurred before the Christmas break when she met the man who would eventually become her husband and business partner. When she met him, he was in his third year of studies and captain of the football team. The university's athletic department also had organized a girl's football league called the "powder puff football league." It was the responsibility of the men's football team to recruit females to play. The President was on the women's volleyball team at this team, and her future husband approached the team and asked them if they would like to join, as he felt having athletes on the team would increase his chances of recruiting a winning team. During the final game, the President ended up scoring the winning touchdown for her team and won the championships. The entire team went to socialize in the athletic lounge afterwards, and her future husband approached her and asked to rub her leg (as she had hurt it during the game) and they developed a friendship from there. Their first date was on February 19th of that year, and they were married in

the chapel at the university approximately two years later.

After they were married, the President remembered vividly their first house purchase. The President and her husband went to look at a little house that was for sale in a small subdivision. It had been built by the original developer of the neighbourhood for his own family fifty years prior. The wife of the developer was in her nineties. The President recalled that this place was perfect for them at the time; however, the asking price was higher than they had budgeted. The President provided this story as one example of the luck and blessings she has had throughout her life.

So we go in there and she's following us around and she says, "Oh, I bet you young couple, you're going to paint this wood white, aren't you?" And I went, "Oh, my gosh, no way, I love the wood. The wood is stunning." And then the next-door neighbour had huge a Newfoundland dog and I looked out the window and went, "Oh my gosh, look at the size of that dog." And she was like, "You afraid of dogs?" I said, "No, I love him. Look at him. I love him." We didn't know, we were just being ourselves. Anyway, we leave and then she decides she loves us. No one else is getting this house but us. And so, she had an open house the next day. She locked the door and wouldn't let anyone in. And the agents were like, "[Madame] you have to let them in, we've advertised this." "No, I want that young couple to buy the house." So it was the most unusual situation. We get a phone call from their agent saying, "She wants you to buy the house." And we're going, "We want to buy the house, but we can't afford 200, all we can afford is like the 174 something." So her son is saying, "No way, we can get like twice that." She said, "No. I want this couple." So we ended up getting this house. And you know what, so we lived there until we got kids and then we started moving from then on.

It was not long after they got married that they decided to have children. The President had wanted to be a mom from a very young age and was “counting down the days” till she was able to have children of her own. She recalled thinking when she was younger she wanted to be a stewardess and then a photographer as she took different classes in high school and enjoyed them. She knew no matter what she ended up doing however, she was going to be a mom. She had two sons, and described them as the “loves of her life.” She commented that her first pregnancy went amazingly. She felt great, she

looked great, and if you looked at her straight on or from behind, you would never have known she was pregnant. She remembered her skin glowing and sparkling and feeling wonderful. When it was time to give birth, she went to the hospital and slowly removed her makeup and prepared her hair, and after only a seven hour labour, had a healthy baby boy. She remembered thinking he was the most beautiful baby in the world, minus the cone shaped head and heat rash.

The President chose to be a stay-at-home mother until her children were in school on a full time basis, while her husband worked at his family business. With her first son, due to her lack of experience and her young age (twenty-four years old), she found motherhood difficult with an infant. She described this:

It was a lot harder than I had ever thought. I had this wonderful illusion that babies slept all day and, you know what, not my kid. I'm surprised I had another one after [him] to be quite honest with you. But I knew I was going to be an at-home mom and [my husband] was very supportive of that. I just I felt like I had to . . . you know, tap dance for that kid 24-hours a day.

Two years later, the President became pregnant again with a second child. She had the assumption at this time she would be having a girl due to her family's pattern of having one son and one daughter. She felt different during this pregnancy, and did not have the same energy and glow as she did with her first born. She remembered thinking during her pregnancy how she would feel if she gave birth to a son. When her second child was born, a boy, she recalled being so thrilled. Her sons' personalities are vastly different, and the President considered herself very lucky to have had the ability to watch her sons grow up and become men.

When asked about major losses in her life, the President recalled a painful memory of losing one of her dogs. As a child, the family dog was not friendly and only

liked the President's mom. After she got married, the President and her husband decided to get their own dog, and since then have always had two golden retrievers, who were considered members of their family. The loss of one of these dogs was the first traumatic loss the President had experienced in her life. She recalled this experience:

So the first death that I experienced that was about me stupidly enough was my dog. We had both boys and it was our first golden retriever and she died. That rocked my world . . . She had something inside her that burst and she died. The pain that I felt was . . . it was unbearable. It was nothing, in my life I never lost anyone. I never experienced death. And it was like somebody physically put their hand in my chest and ripped out my heart. I got a migraine that night. I've never had migraines before, and I had a migraine that night. It was horrific. And then I think back to the two closer friends that I have who have lost children. You don't get over it. You couldn't get over it. I don't know how these people survive. I don't know how they get up in the morning. It was like a week from my dog, so that kinda rocked my world in two senses. It rocked my world because I thought . . . I had never known this kind of pain. I never knew this kind of pain and it scared the hell out of me. And it scared the hell out me that if this is how I feel about my dog, then what in God's name is gonna happen to me if something should happen to my husband or my children. And then combined with that, I've got my friends who have lost children. It's mind-blowing. It's absolutely mind-blowing.

Another major event during the President's adulthood occurred when she learned her eldest son became severely allergic to peanuts. This event continues to affect her today. The other major event that occurred during the President's lifetime involved her other son and his disappearance at the mall while on vacation. The thought of losing one of her children was devastating, and she continued to treasure every moment with her children. Being a good mother to her children was a key aspect of the President's life.

Once her children were in school, the President and her husband took on home renovating projects or "flipping houses" outside of the family business (i.e., purchasing homes, fixing them up, and re-selling them). They also moved frequently (over seven times), until finally deciding on a home in the suburbs of a major city. Once her children were in school full time, the President began a career of her own, within her husband's

family company. She began her career in sales, meeting new clients and establishing a vast clientele and reputation as a great salesperson. She became the leading salesperson at the company, and quickly learned the skills necessary to run a business. Her husband eventually took over the family business and the President became a top executive, assisting in the day-to-day operations of the organization. During the peak of their company's success, they were presented with an opportunity to purchase a sport franchise in a league that their son had previously played within. After a short period of time, they sold their company and purchased the team.

Involvement with For-Profit Sport Franchise

There was less than three months time before the start of the new season when they purchased the team, and within that time, the President was able to coordinate the employees to secure corporate sponsorship, season tickets, ticket systems, a team logo, billets, schools, dressing room and player facilities, and a playing facility. Unfortunately, at this time, the President's husband was unable to move with the President to the new city to run the team due to contractual obligations with another job. This left the President alone to run the team's head office, a new team of employees, and ensure that everything would be underway for a new season three months away. From spending everyday together for the last twenty years, to enduring a new task without her husband left the President overwhelmed and feeling guilty. Not being able to be with her dogs, uncertainty about weekend plans with her husband and her children, and long, late nights were just a few of the hardships she endured to have a successful first season. She continued to demonstrate very responsible behaviour, as the President described part of this experience:

It was difficult going week after week after week without your husband. It was difficult when I'm trying to get in touch with him but he's out on a sales call. He's trying to get in touch with me. I would be here 'till like 2:00 in the morning. He'd be phoning me saying, "Just leave." And I'm like, "You don't understand. I can't just leave. If I leave now, then there's nobody else that's gonna do it." There was the fact [husband] wasn't here too, because when he's not physically here and he can't see and he doesn't know, then he's worried for me and he wants me to go home. And, "Why are you working 'till 2:00 every morning and then getting back in at 6:00? President, you can't do that much longer." And then I'm trying to say, "Don't do this. Don't tell me this stuff. It's not going away and it's not gonna get done unless I do it." It was really hard. It was really hard but obviously it made us stronger in the end.

At the end of the season, the league portrayed in this study presented an award to an executive of a team who had led their team to success, both on the field of play and administratively, through excellent organization, franchise success, and strong leadership abilities. The President received the award after her first season with the team concluded. She recognized this moment as an acknowledgement of hard work over a year of unexpected twists and turns. She described this award as validation for women in this field, and something she would always remember as a major accomplishment in her life. The following quotation described the experience:

I mean obviously the award for me was a huge turning point in my life . . . All of a sudden, you get into an industry where really a lot of people said I couldn't do it and a lot of people were questioning my ability . . . It's so funny, that expression that if you've got a problem 80% of the population doesn't care, and the other 20% are glad you have it. . . . A lot of men out there – I had a lot of men friends who really surprised me that most of them were very supportive and thought this was really cool. There was a few of them that I knew were really kinda almost hoping I would fail. Because I think it's something that in their hearts . . . this is a man's dream. . . . All of a sudden, it's like I think there was a little bit of jealousy there with some of the guys that I knew. It was like, "You're doing this? Well you're not gonna do well." Then when I got that award, for me personally it was like, "Wow, that's pretty cool." And just the guys joking with me that 'cause my award was given at the [sport] Hall of Fame . . . They said that the paint's gonna peel off the walls here 'cause I was the first woman to ever win anything in the [sport] Hall of Fame. So I mean for me, it was like, "Yeah. This is really cool" And to make it even better is when I've got my two boys who are 20 and 22 [at the time] saying, "Mom, I am so proud of you. This is so cool." Their buddies coming up to me

saying, “Mrs. President, like man, you rock.” I’m like, “Yeah, this is pretty cool.”

The final major event in the President’s life-history to this point included the recent trip she went on with her husband and two sons to celebrate their 25th wedding anniversary. She talked excitedly about this trip to Europe, which took two years to plan. On this trip, they carried no cell phones, had no access to email, and did everything together as a family. She remembered this as the best trip of her life. With her children as adults, they experienced different cultures in a new and exciting way. Documented with over four hundred pictures, the bond her family developed was strong, centred on a core value of love.

The life-history of the President provided a detailed account of one person, as she developed from being a young girl to being the President of a successful for-profit sport organization. The President’s life-history illuminated key aspects of her life that created a timeline of events to the position she currently holds. The key aspects from her childhood memories include bike riding and exploration, building a strong family relationship, and a lack of finances leading to a frugal home life. She also noted the values of academics, athletics, and responsible behaviour being instilled. The key aspects from her adult memories include her university career and meeting her future husband, having children, and purchasing the for-profit sport franchise. The following section will examine whether or not there were specifically defined trigger events that led her to the position of president of a for-profit sport franchise.

Research Question One

In responding to the question, “What trigger events in the President’s life have helped her achieve the position of President of a for-profit sport franchise?”, the

following section seeks answers based on her life history. As the literature suggests, certain events in one's life, both predictable and unpredictable, can trigger individuals' leadership development (Arvey et al., 2007; Avolio & Luthans, 2007; Avolio et al., 2005; Eilam & Shamir, 2005; Grover & Moor-Man, 2007). As mentioned previously, examples of these types of events include a death of a loved one, an unexplained accident, the loss of a job, or a divorce. These events can change an individual's ideas, values, and attitudes towards their future, positively or negatively. Trigger events can also be characterized as the building of minor events to a peak experience which helps develop those behaviours characteristic of authentic leaders (Cooper et al., 2005).

Positive triggers may include both significant and seemingly insignificant life events, such as: changing careers, starting a new work project, meeting a significant other, or simply reading a new book (Avolio & Luthans, 2003). Negative trigger events are considered to have the most profound effect on one's development (Avolio & Luthans, 2003).

After examining the life-history of the President with the information disclosed during the data collection process, the catalyst to her becoming President was the offer to her and her husband by the league to purchase a for-profit sport franchise. They sold their family business and were financially able to purchase the team. Once the team was purchased, the President and her husband determined that she would be the president of the team.

For this event to have occurred, the President experienced other events in her life that preceded this major occurrence. The first event the President endured was in her childhood. The President was involved in a wide variety of sports, and had a strong

athletic ability. This was a positive trigger event in her life. It was the President's athletic ability and a developed interest in sport that provided her with an understanding of the sport industry. It also encouraged her to pursue a university education in Physical Education.

The second event that contributed to the purchasing of the team to occur was meeting and marrying her husband during her time at university. This event led to her becoming a mother to two children, fulfilling one of her life goals, and also becoming involved in a career within a family business that would help her gain the skills necessary to later run a sport organization. Her husband's family owned a successful business, which the President and her husband would eventually own. The experience within the family business gave the President the skills necessary to run a for-profit sport organization.

The third event was having a son who was also athletic and played within the league in which the President and her husband would eventually own a team. During her son's time within the league, the President and her husband were highly involved in all aspects. From team parties, to charity events, the President and her husband were widely known as enthusiastic league supporters. They were financially capable of owning a team and it became known they had an interest in staying involved after their son finished his time within the league. Administrators of the league, in turn, presented the President and her husband with an opportunity to purchase a franchise. The President and her husband sold their family business and bought the team.

The combinations of these three events, led to a peak that resulted in a significant turning point in her life (Cooper et al., 2005). It was perhaps the offer to purchase a for-

profit sport team, the selling of a family business, and, finally, the purchasing of that team that can be attributed to her achieving the role of president. Her authentic leadership development is discussed in the following section examining the President's leadership in terms of the ALDM.

Research Question Two

To answer research question two, "Does the President's life story align with the ALDM?" the categories of the ALDM and an analysis of the degree to which the President aligns is provided. Also, trigger events and challenges the President faced in her lifetime are discussed in relationship to her authentic leadership development. Within the following four sections, the findings of the President's authentic leadership development, as they relate to each element of the ALDM, are presented and discussed.

Components of the ALDM

The categories of the ALDM attempt to identify a person's self awareness in regards to their values and beliefs, and how those and their behaviours align together establishing one's level of authenticity (Avolio & Luthans, 2003). Through the series of interviews and observations conducted in this study, each of the components were clearly identified and examined. Appendix D outlines the questions asked in the interview pertaining to the ALDM to uncover the construct of an authentic person. The model consists of four categories that examine the following: first, positive psychological capacities, which looks to the leader's life experiences and sense of confidence, optimism, hope, and resiliency; second, positive organizational context, identifying the culture, vision, and values the leader has established within their organization; and, third, positive self development, looking at the self-awareness and self-regulation of the leader

(Avolio & Luthans, 2003). As well, the ALDM consists of an aspect of trigger events and challenges that will also be addressed. The findings and discussion relative to each component of the ALDM are discussed next.

Positive psychological capacities

The positive psychological capacities of the ALDM seek to examine the life experiences, confidence, hope, optimism, and resiliency of a person. As shown in Table 1 (p. 31) each aspect of the positive psychological capacities provides a glimpse into the leader's development. The ALDM acknowledges that leadership development is a process that occurs over a lifetime. This includes trigger events that shape one's development (Avolio & Luthans, 2003). By uncovering a person's life-story, it may demonstrate that an individual possesses many qualities that can be considered necessary for leadership including: a strong will, high self-confidence, the ability to take on big challenges and cope with difficulties, independence, and the strength to overcome setbacks (Eilam & Shamir, 2005). The life history of a person helps us to examine their confidence, hope, optimism, and resiliency, aspects also included in the positive psychological capacities category of the ALDM.

The President answered a series of questions that elicited an understanding of how she viewed herself in her job and her daily life. Furthermore, she identified whether her behaviours were aligned with her values and beliefs. The life-history review of the President's childhood helped to illuminate information regarding the development of her values and attitude towards herself. The review also provided information about her cognitive development that helped make decisions later in her life regarding her parents, home life, education, and how her values and beliefs were instilled at a young age.

As previously mentioned, the President grew up in a middle-lower income family. With an older brother, a stay-at-home mom and working father, she grew up in a very simple household with a lack of extravagant spending. The importance of education and sport involvement were values instilled by her parents, who continue to impact her life to this day. The values and attitudes the President developed kept her focused on doing well in both academics and athletics. The value and importance the President placed on excelling in education and sport has impacted her life achievements, and stemmed from an early childhood focus on both.

Her parents displayed characteristics that she then aligned to herself. The idea that “family was everything to her mother” is reflected in the President's values as an adult, since she believes in putting family first. She had very supportive parents who taught her to focus on her education and athletics, and she wanted to please them in return by obeying the rules that were placed upon her. She also learned the value of family and maintaining close relationships with them from her up-bringing, and maintained this value throughout her adulthood and career. She disclosed personal information about her childhood, her parents, and experiences. She was proud of where she came from and how she evolved over the years.

The President's career, and the decisions leading to it, disclosed a great deal of information regarding her values, decision making processes, and attitude toward herself. The decision to acquire a for-profit sport franchise was based upon an opportunity presented to her and her husband, which led to the selling of their family business and the purchasing of the team. This decision was acted upon quickly, and was based on interest she and her husband had in being part of a league within which her son had played.

Another aspect of the President we became acquainted with is how she felt about this sudden change in her life, the energy it took to make it a successful season, as well as the sacrifices, and the guilt she experienced leaving her family behind:

So, yeah, that was a huge turning point in my life, huge turning point in my life because geographically I had to move. Physically from a standpoint of [husband] and I for the last 25 years have worked together, and I can count on one hand the number of days we've ever been apart. We work well together. We're a good team. We bounce ideas off each other. He's the thinker; I'm the doer. But then sometimes he'll say something and I'll go, "Hmm, let's put this twist on it." Yeah, great plan. So we really do work well together. It was hard last year because all of a sudden you go 25 years where you're apart maybe two weeks, a grand total of two weeks over 25 years, and then all of a sudden now I'm living down here. He's living down there. We're just both so crazy. We can't bounce ideas off each other because he's in a [different career] mode, I'm in the [sport] mode. And it was hard. So it was a real turning point in my life . . . Last year while [the team] thing, as much as there was a great side to it, there was a really hard side to it. Like from the personal toll – and as I say, I'm the queen of guilt. I've gone a year pretty much without seeing my dogs. I've gone a year with having somebody else having to look after my dogs because I've been renting here and I couldn't bring them . . . This year's been an upheaval. It really – and that has really solidified my 'it is what it is'. Don't sweat it. I can't change it right now. Just go with the flow. If it means I have to go home on the weekends every weekend, I gotta do that. Just do it. Just do it.

Confidence in one's ability is a key aspect of authentic leadership. Additionally, being able to stay focused on the task at hand when others doubt your ability and believe in your strengths aligns fundamentally with authentic leadership. The President explained why she is qualified to be in the position she is in and how she deals with criticism:

Like if we're talking about my role as the [team] president probably, I'd say I'm relying a lot on experience from my years in the [other industry] and I mean certainly finances and different things like that that I've had to do over the years. People look at me and they say, "Why are you qualified to run a [sport] team?" You know what? I'm not on the [playing field] with the boys. I don't put [equipment] on. I don't run practices. I run a business. And, of course, every business is unique in its own structure. They all have their own rules, their own bylaws, their own things that you have to follow, so you sort of draw from experience and use what you know. So if we're talking from a business standpoint, I would have to say my strength is probably experience.

Authentic leaders are said to be optimists. They have a great sense of positivity

towards the future and its outcome. Avolio and Luthans (2003) agree that our society is in need of positivism and optimism to provide hope for the future. When the President was asked whether or not she is an optimist or pessimist, she described herself as an optimist. She felt it is necessary in life to be positive, in order to overcome adversity. However, she went on to explain that one of her faults included a propensity for pessimism that sometimes emerges. She has corrected this fault by adapting a philosophical point of view. She explained:

I would like to think that I'm an optimist to a certain point and then the pessimist side kicks in and I wish it wouldn't because sometimes it can get, like I think this is going to be great, this is going to be great and then all the sudden, it's like, "Oh my God, this is not great." You know, so and it's just like, you know what, also as I get older, one of the codes that I live by now is, it is what it is. And you know what, if I can't change it, don't sweat it, because I can't change it. You know what, try and change what you can and I say that to my kids all the time. "You know what, in life you're going to have obstacles, change what you can, make a change where you can and if there's something you can't change then it is what it is boys. And you know what, get on with it." . . . It was what it is. If you can change it, make the change. If you can't change it, don't sweat it.

The most important thing in life to the President is her family, and their safety and love. This is displayed in everything she does, including the fact that the facility where the team plays is peanut-free, attributable to her son's peanut allergy and their alignment with Anaphylactic Canada. When asked about the most treasured aspect of her life, her response indicated that her children mean the world to her. Her love for her family and children are reiterated again and again throughout this study.

By asking someone how they view themselves and their qualities, you get a sense of their self perception and whether they feel the qualities that are most important to them are being displayed and whether they have an accurate view of their actions.

I think my three best qualities and I'll probably say different things now I am incredibly organized, (Laughs) to a fault sometimes, because sometimes I have lists

for everything which I think has saved my life on several occasions and it's probably made my life hell on several occasions, but definitely being organized. That's got to be a good quality. The whole loving/loyal side of me, and I think that's a good quality. I think when I love someone it's forever. What's another good quality? I think I'm fair. I think from a business standpoint and even as a friendship's standpoint, as a parent, I think I'm fair. I'm fair with people. With employees, you always try and be fair and consistent. In my personal life with friendships or whatever, you're always trying to be fair and consistent. Certainly with the boys, the same thing, right? And I think that's a good quality because I think that's important.

The positive psychological capacities category of the ALDM seeks to gain a perspective on life experiences, confidence, optimism, hope, and resiliency (Avolio & Luthans, 2003). She was seen to display a high level of self-confidence, an optimistic outlook and hope for a promising future, as well as sense of resiliency as seen through taking on big challenges, such as the purchasing of a for-profit sport franchise and the ability to cope with difficulties associated with it. Other key values of the President that were uncovered included the strong commitment to education, involvement in sport, the importance of family, a strong sense of commitment, an optimistic outlook, and the desire to treat others fairly.

The next category of the ALDM, the positive organizational context, moves away from the President's opinion on herself, and takes into consideration her employees, and if her values and beliefs are interpreted as authentic leadership behaviours. This element is discussed in the next section.

Positive organizational context

The positive organizational context of the ALDM seeks to identify the organizations vision, strategy, and culture as established by the leader. It also looks to see if the organization has been highly developed in the sense that the organization provide an environment that may help leaders achieve their fullest potential (Avolio & Luthans,

2003). Looking at relationship building and ethical decision making are also factors that Avolio (2007) considers to be aspects of this component. To determine the positive organizational context of the President, three staff members were interviewed to investigate the established environment, culture, values, and mission of the organization. Names of the staff members have been changed to maintain confidentiality. Also, observations were used to watch for consistency and attitude from the President towards the staff members within the organization.

From the life history and positive psychological context findings and discussion, the President was shown to be very compassionate and family oriented even in the organizational context. She demonstrated kindness and openness towards others, and applied these qualities to the organizational culture being developed. An organization's culture or climate has the ability to increase job satisfaction, employee productivity, and positive attitudes toward the organization (Avolio, 2005). According to Campbell and Yeung, (1991) the culture of an organization can be defined as including:

Stories and myths; symbols or symbolic artifacts; social rituals or social norms; language; ceremonies or rites; history, long-time membership, company heroes; physical structure or stimuli; and, a sense of mission occurs when there is a match between the values of an organization and those of an individual. Because organizational values are rarely explicit, the individual senses them through the company's behaviour standards. (p.17)

Based on this definition of culture, questions were asked to determine the culture of the organization under study and the type of environment the President had established, along with its congruence to her values and beliefs. The three employees defined the organizational culture with terms such as “personable”, “casual”, “family oriented”, as well as a “laid back” environment.

EMPLOYEE ONE: ...Now here we are very personable, you know, "How's everything going in your new home," everything else. You know, it's very nice.... So it's kinda one of those things where, you know, it's- it's nice to- to have the open door policy where you can be on a personal level, but be able to still run the business with the business' best interest in mind.

In considering an organization, authenticity is directly related to the leader's values and beliefs; the leader's ability to align responsibilities to themselves, to the followers, and to the public in the hopes of creating an environment worthy of cooperative efforts both within and outside the organization (Brown-Radford et al., 2006).

EMPLOYEE ONE: Because we talked about it last night and she asked me how my place was going and telling me next week she'll be at her own place, because they're buying a new place. So then she went into detail about her own place. Then she was asking me how I dealt with certain situations and everything else, so yeah. Like everything, you-- what you see is what you get with her.

EMPLOYEE TWO: I like to think it's fairly casual. I mean, I think everybody likes to have fun. We're, you know, constantly cracking jokes and having a good time, right? I mean, I don't think you'll find too many sports organizations that aren't too casual, right? Because it's the nature of it. I mean, that's the whole idea is it's fun. You know if you're running a sports organization and people aren't enjoying themselves, then, you're doing something wrong... So, like, yeah, it's fairly casual. And obviously, it's got its moments where things don't go well or you've got home opener coming or playoffs starting. It gets a little tenser and, you know, people get a little more concerned about different things in making sure it's all done right. But I mean, for the most part, yeah, we usually have a pretty good time... I mean, there's definitely some opportunities to hang out, outside of work... And we'll hang out and, you know, maybe, have a couple of drinks or a snack or whatever after the game. And, sort of, kind of, recoup the night and that kind of idea. So definitely opportunities with that, you know, with the perks around in that. And, you know, there's opportunities where some of us will get together on our own, as well.

EMPLOYEE THREE: We are pretty casual. I mean I am extremely casual because of my job side, I mean we are approachable easy going staff...

Avolio et al., (2005) found that people are more likely to be committed to their jobs, and display positive attitudes towards what they are doing when they are treated

fairly and positively. This in turn helps create a greater trust in the leader and organization itself.

EMPLOYEE ONE: It is here. Uh.. It's funny because-- and that's, again, like for Steve and President like they're very, so sociable and so personable and everyone can relate to them and that's why everyone loves them. They're just-- they're-- they're two great people. Like after home games last year they used to go down to the lounge and sit down and have some drinks and, you know, the coaching staff would go down, office staff would go down, some of our part time staff like our PA announcer and our interns always do, so... And then sometimes we go to [a restaurant] as a group and- and really, you know, create those bonds with people in the office...

Within the observation period, the researcher was able to detect (due to the small numbers of employees) that each employee had taken on a great deal of responsibility in order to ensure the organization ran effectively. During the observation period, it was evident that each employee had a great attachment to the team and the sport itself, and is invested in the organization's success.

Driscoll and McKee (2007) reiterate that when the person at the top of an organization displays positive values and high ethical standards, they have a positive influence on the image of the organization. A big part of the President's attitude was making sure to "give back" to the community where the team is situated. The President and her organization continually ran charity events, bringing the players out into the community to promote positive leadership, fair play, and to support local businesses. Some examples include: events to assist cancer research participation, Walk of Hope for Schizophrenia, numerous charity golf tournaments, school appearances, and countless community festivals and fairs.

In summary, the culture of the organization can be defined as a pattern of shared beliefs and values that give the members of an organization a sense of meaning. These

can include traditions, rituals, and social norms. When identifying the culture of the President's for-profit sport franchise, it was seen as being a relaxed atmosphere, intent on building relationships between employees, and based on a great deal of trust. The organization is still young and continuing to develop its culture at the time of this study. The President had taken her values related to family orientation, kindness, and optimism and attempted to infuse them into the organization. The findings of this aspect of the positive organizational context suggested the President's ability to create an organizational culture that is oriented similarly with her values and beliefs.

The more an organization's climate is positively oriented toward developing followers into leaders, the more likely followers will be to engage in leadership responsibilities and experiences (Avolio, 2007). With respect to how this culture helps to foster the development of authentic and ethical leaders, the following paragraphs use the information presented and discuss findings relative to the organization under study.

To help ensure an accurate portrayal of how the President leads the organization, three employees were selected for interviews and asked the question, "How would you describe the leadership style of the President in running the organization?" Each of the employees interviewed agreed that the organization is structured effectively. The following three quotations are the respective employee's response:

EMPLOYEE ONE: Well, it's like Steve and President are 1 and 1A, so to speak... It's their baby, so to speak, and they even probably call it that... and the rest of us fall under that.

EMPLOYEE TWO: It's probably a collaboration. I mean, it's definitely something where a lot of people have their insight, have their opinions. You know, everyone's, kind of, got their input into what they think is best. But I mean, every organization, every group, always comes down to someone's got to make the final decision... When you've got hands on owners, you've always got them. It's their final decision. You know, it's their team, it's their money, it's their decision, right?

So, you know, final call always does come down to them.

EMPLOYEE THREE: For the most part, they always made decisions as a team, obviously President and Steve, they have a final say, but they would listen to us...

The organization under study for which the President and her husband were owners, also comprises full-time staff members who run the day-to-day operations. Prior to purchasing the team, the President had experience in business operations within another industry, but she had virtually no prior business experience in the sport industry. The President described her leadership style as a combination of both a “dictatorship and democracy”, taking input from employees, but also being the one to make the final decision. She valued the input from the staff, since most had experience in the sport industry; however, she still felt that it is her company and the result of any business decision impacts directly upon her. She described this as follows:

How I like to approach anything is first and foremost, a couple of these guys have been in this particular industry longer than I have, so obviously I wanna hear what they have to say. However, I have been in business longer than these guys have, so if it doesn't make sense to me, that's when I would say to them, “Guys, I can appreciate where you're coming from, but...”... I mean certainly, absolutely, it's a democracy until I hear something that to me, and again, it goes back to, though, I really do think I'm fair and fair and consistent... Like it's not stupid dictatorship. It's just I think from the business standpoint, something that makes sense to me only because I've been around longer and I'm old enough to be their mother practically... And most of the time I'll agree with them, but I'm not afraid to say no if I don't.

Avolio and Gardner (2005) reiterate the four defining characteristics of what it means to be an authentic leader. The first of those characteristics, being true to oneself rather than being compliant to others, is confirmed by the President's focus on leading the organization based upon her own final decision. She strongly believed that listening to her employees is a vital part in the decision making process, but based on her experience within business operations ultimately the final decision belonged to her. She continued to

feel this way regardless of how others feel about what is being done.

When embarking on a career, feedback is a vital aspect for improvement and professional growth. The President displayed a very positive opinion of feedback. She recognized the value of others' opinions, and the power it has to facilitate improvement.

Absolutely I love feedback, probably negative even more so than positive . . . and another big one I use is 'I can't change what I don't know'. And a lot of times, thank God, we get that feedback because a lot of times it's misunderstanding.

While all three employees agreed the President responded to feedback extremely well and appropriately, Employee Two gave a clear description of how the President reacted to situational feedback from her employees, and suggestions for improvements.

That's a good question. President is probably a little more open to it. And, you know, maybe, that comes down to a male/female thing. She's too nice. She says yes too much, and I'll tell her that. I'll be, like, you know, "You can't always say yes. Or, you know, don't say yes. You know, tell them you're going to come back to me and see if it's even possible..." She knows when she's done something that means she's overstepped or, you know, she shouldn't have done or what have you. So she's usually good with that.

The President encouraged feedback to help foster her continual development and, in order for this to be congruent within the organization, time needed to be taken to provide her employees with the same level of feedback to help foster their own authentic leadership development. The more the organization is geared towards developing employees into leaders, and establishes a history of doing so, the more likely the employees will begin to develop their own sense of leadership and embark on new responsibilities (Avolio, 2007). Authentic leaders are likely to have more of a positive influence on followers' behaviours because they provide the support needed to help personal development and self-awareness (Avolio et al., 2005).

A major concern for the President's staff involved the delineation of jobs within

the organization. All three employees expressed concern for not having a clear job description and while the President appreciated and encouraged feedback, the employees would have benefited also from having a performance appraisal so they would be able to improve and grow with the organization.

EMPLOYEE ONE: I asked for one... Well actually when the topic of my job title came up I had mentioned about well, changing, because the old saying goes bullshit baffles brains... And uh.. it was mentioned about, you know, were going to review everybody in the off season and then I'd asked a couple time since then, like when are we going to do these reviews. I would like-- personally I love getting feedback good or bad. I want to know.

EMPLOYEE TWO: Not specifically, no... It wouldn't hurt. Depends how critical it is, I guess. But I mean, it never hurts to, kind of, know what people think of you. I think, as long as it's done constructively, then, yeah, it definitely can be a positive thing to know exactly what they think of your performance and what you're doing well and what you could improve upon.

EMPLOYEE THREE: I have asked... I've said if there is a problem with my work performance, I would expect, I would expect the amount of respect I have given that I would get some positive criticism feedback on paper so I have something to work toward... But she's got a lot on her plate, really some work perspective is probably on the bottom of her plate, and her plate never really gets to the bottom, it is always in the middle going back up. Right she hasn't hit it yet, its the second year of the business, it's a season business, it's compared to a fiscal year round business, it might take her three to five years where she doesn't get a 150 emails an afternoon. It's the type of business that she is in.

The employees of the for-profit sport franchise had an opportunity to experience a change in ownership and leadership. Employee One described this change of ownership and keeping members of the previous staff on board:

Normally when an ownership group buys a team they usually clean house and bring their own people on board. It almost seems like we're just a year later in that, because when they took ownership of the team they didn't know how to run the team. They had never done it before. They knew kind of the numbers and the ins and outs, but they didn't know behind the scenes what happens. And that's why they asked us to come with the team.

Employee Two gave views on the owners lacking experience in the field and how

difficult it would have been had they not had the employees with experience behind them.

I think the biggest challenge, and for lack of better terminology on it, is really ignorant ownership. And I don't mean that in a bad way... I just mean it in a sense that they've never worked in this field before... So, you know, being someone who went to school to study in this industry and having worked at it right out of school, worked in a league before and for this team, specifically. And knowing, kind of, how things have worked with this team and in other markets. So I've got experience. And then, for them to come in without any kind of knowledge, I think that's the biggest challenge.

All three employees were asked, "If you were President, what would you change? Keep the same?" Employee Three was able to explain how being in the position of President and owner is unique to this situation. Employee Three described the amount of work and dedication required to do the job right:

No, I wouldn't want to be that unless I owned the company. You definitely being the President and partial owner are probably the only way I can see of making it work. Because you have a vested interest and you are going to work because it's a vested interest, it's not at the end of the day a job that you can walk away from. You definitely need that.

Identifying the leadership attributes of the President and how her employees felt regarding her sense of authenticity in the work place required an understanding of how the employees defined their own sense of leadership. Employee Two and Three's definition of leadership are described respectively in the following two quotations.

I guess, good leadership usually starts with guidance. Just somebody who can guide people and, you know, give them the necessary resources and guidance to do their jobs well... Which, in turn, would allow the organization to operate well.

I think somebody has to be open minded, the line of communication has to be open, there has to be a certain respect value, know the quality... balance the quality of life and stuff. Kind of, you know give, acknowledge good work ethic and stuff, yeah maybe financially and other ways, and show a gradual upscale, I think that is a pretty big key to knowing... cause it gives people that satisfaction that they actually know where they are going or if they are on the right track, having that open heartedness to it.

Avolio et al., (2005) have pointed out that authentic leaders have a direct effect on

their followers in the workplace by generating increased organizational commitment, job satisfaction, and satisfaction with their bosses, as well as creating meaning in ones' work. The President appeared to have had a positive effect on her employees through helping to solidify their job satisfaction and commitment to the organization.

Given that the President is female, questions were asked of her employees regarding gender issues, and the differences between being led by a man versus a woman in the sport industry. Fields (2007) argued that while women in professional jobs have increased, there are still few women leaders in organizations, therefore, most employees will have limited or no experience working for a woman. Avolio and Gardner (2005) also recognize that employees who have not worked for a woman may find it difficult to understand a woman's attitudes or belief system. The response from Employee One, who had previously worked for a male owner before the team was bought by the President and her husband gave a unique, but expected insight to how the notion of gender is still an issue within this industry. His previous experience involved females in the sport organization that lacked motivation and education. However, while working for the President, Employee One's perception changed:

If you asked me this question in [previous town] based on the women we had there I would honestly probably say I would never hire a woman, because they were basically misrepresented [those females in the organization who were more interested in pursuing relationships with athletes than doing their job]... So, but now it's-- it is quite a collection of women in our office though, because they are so educated and so talented an- and it's- it's so different...

The President's attempt to build relationships and to encourage ethical decisions also surfaced during the interviews, and observations of the employees and President. Through the interviews, we learned the employees felt the President displayed actions and behaviours that were authentic to how they viewed her personality and attitude. They

were able to relate to those qualities and have a positive attitude towards how the President dealt with situations and ran the day-to-day operations at the for-profit sport franchise. They mentioned areas for improvement in terms of job descriptions and evaluations, but notwithstanding, they still had positive evaluations of the President.

Authentic leaders are likely to have a positive influence on followers' behaviours because these leaders provide support for followers' self-determination. Authentic leaders are more interested in empowering their followers to make a difference by fostering relationships based on social exchange rather than economic exchange (Avolio et al., 2008). However, this is an area where the President does not align with the ALDM. Results of the research suggest that the need to be financially stable was more important to the owners than the need to develop strong social relationships. She previously had mentioned that, in the end, it is her organization and any business decisions are made keeping in mind that this organization's goal is to make money, since this directly affects her and her family.

The organization presents a culture that was defined by her employees as being a relaxed atmosphere, where there is an emphasis on building relationships between employees, and outcomes are based on a great deal of trust between all members of the organization. While the organization demonstrated this culture at the time of study, the organization is still young in terms of operating time and the culture will continue to evolve. The organization was shown to have a strong positive image throughout the community and placed emphasis on the importance of contributing to the community. For authentic leaders and their followers to be effective, the leader must help produce an organizational culture that continually helps themselves and others to learn and grow

(Avolio & Gardner, 2005). As mentioned earlier, the organization does not have set programs or situations to assist in the development of its employees. Therefore, the positive organizational context, as defined by Avolio and Luthans (2003) does not fully align with the organizational development the President has established.

While the organizational context may not demonstrate all the similar characteristics that are seen in the ALDM by not having a culture that is assisting others in their own development, the following section will look to the President's trigger events and challenges.

Trigger events/challenges

The trigger events and challenges component of the ALDM incorporates a person's background and events and/or challenges they have encountered, and how their own personal history had contributed to leadership development (Avolio & Luthans, 2003; Avolio, 2007). Throughout a person's life, there are many events that encourage growth and development. The proceeding information will uncover those events and their possible impact on understanding the President's authenticity. During the interviews with the President, key moments in her life that may have led her towards an authentic path were queried. Referring to the life-history presented earlier in the chapter, (highlighting events that occurred in the President's life in chronological order) this section emphasizes events that may have lead to leadership development. Using Arvey et al.'s (2005) model of examining one's life-history in terms of leadership development, results are presented in Table 4. Presented are the eleven historical components attributed to leadership development, and results related to each component uncovered in this study.

Table 4 – President life history in terms of leadership development (Arvey et al., 2005)

1. Educational experiences	<ul style="list-style-type: none"> • She excelled at both athletics and academics. She achieved honour-roll status in academics, while also playing for all her high school's sports teams. • She attended university for a degree in Psychology, as well as Physical Education. She had a strong interest in learning about others, as well as maintaining her interest in sports.
2. Religious experiences	<ul style="list-style-type: none"> • She was raised Catholic. She placed her children within schools that have a catholic religion class. The President described herself as one with faith and believes in a high power, but was very careful about imposing this on others as it is a personal choice. She had no distinguished religious experiences.
3. Parents and siblings and/or other family members	<ul style="list-style-type: none"> • She was and is still very close to her parents and older brother, and shares a loving relationship with them. • As previously mentioned, a moment in her adolescent that was terribly upsetting and stuck out in her mind was when her stay at home mom decided she needed to start working. • The President's decision to start her university career at a school different from her original choice led to what she recalls as one of the greatest moments in her life, when she met her husband. Marriage and having children were always a part of the President's life plan for herself. She was married at age twenty one, and pregnant with her first child at age twenty four. She felt her naïveté may have not prepared her for the responsibility motherhood would bring, but she wanted to be a mom her whole life.
4. Experience of loss	<ul style="list-style-type: none"> • Within her life-history, the President described her greatest feelings of loss when her dog had died suddenly. This reaffirmed her commitment to her family, and enjoying their time together.
5. Experience of unexpected opportunity	<ul style="list-style-type: none"> • The President and her husband were presented with an opportunity to purchase the for-profit sport franchise, which placed her in a different role as sole business operator until her husband was able to join the organization.
6. Peer groups	<ul style="list-style-type: none"> • The value of family was instilled in her from childhood. As an adult, being a mother is the most important role she plays. Her surrounding peer group of friends also recognize this fact. A friend of the President describes this common characteristic: "The personal characteristic that we both possess would have to be that we are good mothers. We have always tried to understand our children as the individuals that they are. We feel their pain and their joy like it was our own. We support their dreams and help pick them up when they fall. We always try to do the best we can for them yet we let them carve their own paths."

7. Mentor or Mentors	<ul style="list-style-type: none"> • One of the mentors that the President sought for advice and guidance in regards to work and personal decisions is her husband. They had worked together for over 25 years, during the duration of their marriage, and rely on each other for support. • Another mentor the President disclosed was her mother. She shared a close relationship with her mother, and trusts her advice on situations pertaining to “woman issues.”
8. Role models who are unrelated	<ul style="list-style-type: none"> • She did not have any role models who are unrelated.
9. Training and developmental experiences	<ul style="list-style-type: none"> • She had no specific training for her current job. Her experience stemmed from her previous job, assisting her husband in running the family business.
10. Prior challenges in jobs	<ul style="list-style-type: none"> • She developed into being a top sales woman at her previous job, where she also received no training and was one of the few females in this role. • Her lack of support taking on the role of President for the for-profit sport organization provided many challenges and barriers. She overcame these and won the league’s executive of the year award after her first year with the team.
11. Prior success in leadership roles	<ul style="list-style-type: none"> • As a high school student, she was a part of all the sports teams the school offered. She served as captain of the majority of the teams, even though she continued to describe herself as shy and insecure during this point in her life. • She previously assisted her husband in running a family-operated company. She was a very strong sales-person, who was able to bring in the most revenue.

From this, it can be identified that the President did not receive any previous leadership training, or seek a role model outside of her family. However, an idea of events and moments in her life that may have contributed to her developing her authenticity are outlined.

The President was also asked about major events that occurred in her life that may have been a result of a national or international event. Due to her location outside a major city, and disinterest in major political and world events, the one major event that she was able to recall was the death of Elvis Presley.

PRESIDENT: I remember the day Elvis Presley died. Again, that's not the household that I lived in. If you ask Steve the same question, he could tell you absolutely every major event in history, when it happened, where he was, what he was doing. Like when Kennedy was shot, they're all going, "I know exactly where I was." And I was, like, "I don't remember that at all." Back then, I didn't even know who Kennedy was. It just wasn't talk in my household.

Another event in the President's life occurred recently while boating on a lake with friends just north of her home. The weather had changed drastically, and the waves began to become large. They were tossed around in the boat, and while she claimed she was never fearful for her life, she began to feel that something was going to happen to the boat in that instance. It was at this moment she began to think about the people in her life whom she cherished. This moment in time helped solidify her attitude towards her family and their blessings throughout life.

The trigger events and challenges component of the ALDM provided an understanding of key events in the President's life that may have assisted or hindered her authentic leadership development. From her life-history, it is evident that there have been occurrences in her life that have solidified her values, beliefs, and ideals that have caused her to develop into an authentic leader. The following section, positive self-development, looks to the President's self-awareness and self regulation to identify whether her authentic leadership development has allowed her to be aware of her strengths, weaknesses, and behaviours, as they relate to her values, beliefs, and attitudes.

Positive self-development

The ALDM looks to the positive self-development component to see if the leader in question has developed into a person who possesses such characteristics as self awareness and self regulation. Self awareness is one of the key elements relating to the characteristics of an authentic leader (Avolio et al., 2008; Fields, 2007; Grover & Moor-

man, 2007; George, 2007). Self awareness is when a person comes to terms with their strengths and weaknesses, their own talents, values, beliefs, and desires (Avolio et al., 2008). Self regulation identifies a leader's actions and how their beliefs and values translate into behaviours in their daily life. This section will be presented first to examine the President's level of self awareness, followed by the data that revealed her sense of self regulation behaviour.

Creating a sense of self awareness allows one to be ethical relying upon one's core values. The President was asked to talk about moments in her life where she began to come to terms with who she was and what type of person she wanted to be in the process of becoming more self-aware. She had three separate, yet distinct years in her life where the solidification of her personality, looks, attitude, and goals were realised. These moments were her grade eight year (thirteen years old), grade eleven (sixteen years old), and when she turned forty. She described these moments vividly:

My Grade 8 year was the year that I started realizing who I was. I went from this little tomboy who didn't know if she was good at anything or what she liked or whatever, to all of a sudden in Grade eight was my first kiss, was when I all of a sudden sprung up and got tall and this little boy that was my boyfriend . . . looked at me one day and said, "Hey, you're bigger than me," and that was devastating 'cause all of a sudden I had my growth spurt and nobody else did. But I also had a good moment cause I discovered I was an athlete that year... And at the time, it's like – my Grade eight year was my evolution of I guess becoming a young woman. It was like I'm an athletic, but I'm a girl. It was that realization . . . it was all of a sudden. I remember it was that evolution of okay, I'm not a tomboy anymore. Here I go . . . The next one was probably Grade eleven. It was like my coming-out party. It's like Grade eleven is like, yep, I'm an athlete, but I'm a damn good athlete. I was in every single sport the school offered. I was sent to [leadership camp]. I went to [the championship] for gymnastics. I went to [the championship] for volleyball. They said, "Come on the basketball team." I said, "I've never held a basketball in my life." I go out there, and I'm good. So it was like my breakout year for being an athlete. But it was also my breakout year as becoming now a woman. It was like all of a sudden I grew into this height. I filled into this height and all of a sudden it was like I wasn't this gangly ugly teenager any more. I was getting noticed and I had people wanting to ask me out on dates. And I remember my Grade 11 years as

being this, “Wow. You’re asking me out? Me?” You’ve got the stud of the school and he’s asking me to a dance and I’m looking behind me going, “Me?” So that, again, was like the evolution of that year... For some reason there was a click in my head when I turned forty, and I was like, “Okay. Maybe I’m not gonna be the super model. Maybe I’m not gonna be the world-class photographer.” Not that I really had a huge wish list of what I wanted to be or what I wanted to do, but it was all of a sudden, I’m okay with me. Like, yes, I have my tummy, but guess what? I’ve had two kids. I’ve got great hair. I’ve got wrinkles. But you know what? I’ve earned every single one of them. And it’s just that realization that I’m okay. I am okay with who I am. And then, of course, getting the [team] was a huge turning point in my life.

From her description of the three major occurrences of her life, it can be noted that at grade eight she began to come to terms with being a woman and an athlete. In grade eleven, she described this as her breakout year about becoming a woman. She grew into her height and looks, and was being recognized for it. Finally, at forty, something clicked for her and she was fully accepting of who she was, how she looked, as well as both her positive and negative attributes.

Not only is self awareness a key element in the characteristics of an authentic leader, but self-esteem is a critical component that there is a glimpse of in the quotation above. Self-esteem is when someone begins to know and accept themselves, as well as being confident in both their positive and negative characteristics (Brown-Radford et al., 2006). Avolio and Gardner (2005) suggest a higher level of self-esteem is required when someone is becoming an authentic leader. Authentic leaders’ self-esteem is thought to be such that it becomes unaffected by negative or critical comments by others. Brown-Radford and colleagues (2006) found that executives with high levels of self-esteem tend to take personal responsibility for their actions by acting on their own values and beliefs, while those with low self-esteem do not. The President had grown to accept who she had become, physically and emotionally, by her own admission, flaws and all, and this

confidence is reiterated within observations that the researcher had partaken in. The President walked with her head held high, not afraid to voice her opinion and, yet she came across with a kind heart. The major events in her life may have helped her develop into this type of confident woman, with higher levels of self-esteem, one who does not require the approval from others to confirm the ways in which she chooses to act.

Avolio and Gardner's (2005) defining characteristics of an authentic leader included one becoming self-actualized. To be authentic is to not allow the opinions of others to impact your decision-making away from the core values and beliefs that drive you. As the organization required continual social interactions, the President could have been influenced by others opinions. However, an authentic leader respects the opinions and views of others, but is able to take feedback as building blocks to ensure they are at the level of relational authenticity they hope to display. Those with relational authenticity display a high level of trust, openness, and full self-disclosure with others (Avolio et al, 2005).

Full self-disclosure involves the act of providing personal information to another person about themselves. "Self-disclosure is seen as sharing information with others that they would not normally know or discover. Self-disclosure involves risk and vulnerability on the part of the person sharing the information (Borchers, 1999, ¶2). The President displayed high levels of self-esteem, and was very open about her life, and in turn was able to take the information provided by others and employees as reassurance that she displayed actions that coincided with her values and beliefs. She was consistently being told she is too kind, and always says "yes"; this is something that was very true to her kind personality in always wanting to ensure people are happy and well taken care of.

The President was very confident about her abilities, and aware of what she was able to do and what skills she lacked. Upon reviewing her life-history and positive psychological capacities, the President displayed a high level self awareness, and displayed those behaviours consistency. A leader needs to be aware of the areas where he or she can reinforce and strengthen and apply those qualities within their behaviours. An examination of those self regulation behaviours the President had exhibited are examined next.

Self regulation is the process by which a leader is able to align their actions with their values in all situations. A leader is continually expanding their self-awareness as they develop and regulate their way of thinking and behaving (Avolio & Luthans, 2003). The life-history and positive psychological capacities of the President provided an overview of the values and beliefs the President had and how she acted in situations during her life. The President was asked during the interview process if she would want to see into the future, and what she would like to see. With her strong value base in family, it was no surprise when her response was to see her grandchildren and wish for their happiness and good health.

If I could go into the future and see my grandchildren and know that they're all going to be happy and healthy, you know what, who wouldn't want to see that? I wouldn't want to know or see anything that, you know, that you wouldn't know.

The President provided the contact information of people in her life who could attest to her behaviours and attitudes in aspects outside of the organization. Each of the friends was interviewed and provided an additional view of the President. The President's friend from her childhood provided a unique aspect as this was a person who was there throughout all the major life experiences the President endured. This friend described the

President in the following quotation.

Knowing [the President] I believe her behaviours do coincide with her values and attitudes. As I said before, she leads mostly with her heart but her brain is working hard too. She would never do anything that did not agree with her values . . . The personal characteristic that we both possess would have to be that we are good mothers . . . We have always tried to understand our children as the individuals that they are. We feel their pain and their joy like it was our own. We support their dreams and help pick them up when they fall. We always try to do the best we can for them yet we let them carve their own paths.

A friend from her adult life described the President as a “funny, genuine, caring, intelligent, innovative woman. She is full of life, energetic, and purposeful.” By providing information about the President from other’s point of view reassures the consistency of behaviours the President displayed align with her values and beliefs.

The organization’s employees were also interviewed and asked how they perceived the President and her behaviours. From the following quotations we can see an alliance between the President’s values and beliefs and her behaviours.

EMPLOYEE TWO: Yeah, I mean, she's very level headed. She never really loses her cool. I don't think I've ever really seen her yell at anybody. You know, I mean, she's always very calm and controlled and, like, on top of herself, kind of. So, yeah, I mean, she gets stressed, I mean, obviously, as anybody in that role in this situation's going to. And, you know, trying to make it a profitable organization, right for the best. That's going to happen. But, yeah, I mean, that side of, you know, clearly being stressed at times, tense and concerned or whatever. But she never really loses her cool or does anything out of control . . . I don't know if it's the best word for it, but I think she's fun. I mean, that's one of the biggest things that I've gotten out of her. She's just fun to be around, you know, especially, obviously, when things are going well, it's better. But, you know, she's always one to laugh. Even when things are bad, she laughs at it. You know, and it's, kind of, her way.

EMPLOYEE THREE: Oh she is much more diplomatic. I always go to her to the diplomatic side, because I am not diplomatic. She is very diplomatic, very controlled, very calm, I like the way she does her thought process. She never really does anything or tries not to say anything or react without really sitting back and taking an overall thought about it. And then approaching it . . . She has asked for certain information, I very rarely expect when she sees it that I am going to get an answer right away, it is usually the next day, she mulls over it and thought process and that stuff, and makes what she feels is the right decision, which is good . . .

Like I said, I truly enjoyed working with President, I find her very approachable and stuff. Probably that is, that and the fact that I enjoy parts that I'm doing here, is the only reason and I mean the ONLY reason why I am still here, right.

The positive organization capacities discussed the nature of the organization, the culture and values that had been developed, and the community involvement the organization had. The President had instilled characteristics upon her organization similar to her own. She also behaved in a consistent manner, reflective upon her personality. The President had become self-aware and behaved in relation to who she is.

The outcomes of the ALDM described an authentic leader as a person who displays qualities such as confident, optimistic, resilient, moral/ethical, and future oriented. From the findings, the researcher found similarities between the President and outcome of an authentic leader. There is an area that can be seen as still in a developmental phase, such as the positive organizational context where the encouragement for employees to foster their own leadership development had yet to be established.

The findings of the research study provide an examination of the life-history of a female President of a for-profit sport franchise, as well a consideration of her authentic leadership within the context of the ALDM. The life-history provided a detailed outline of the occurrences within the President's life. Using the life-history, it was noted that there were a few events in the President's life that allowed her to acquire the position of President. During the research process, the investigator was able to identify congruencies between the President and the ALDM. The findings from the life-history examination and the President's presentation of authentic leadership characteristics give way to a number of conclusions and recommendations for future studies.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this research was to provide an in-depth, life-history examination of the leadership qualities of the President of a for-profit sport organization and explore her authentic leadership development within the framework of the Authentic Leadership Development Model (ALDM) (Avolio & Luthans, 2003). A summary of the research, along with sections outlining the major findings of the research, and its limitations and delimitations are presented next. Finally, the researcher's reflections regarding the study and recommendations for future studies conclude the research study.

Summary of Research

The narrative research approach of this study allowed for the creation of a life-history of the President. In using a narrative research approach, the readers were connected with a person of interest and were provided insight into her experiences, all of which may have influenced the person she has become (Rankin-Brown, 2006). With a series of interviews and observations, a life-history of the President provided a unique look into the life of a woman in a position of power within a for-profit sport organization. The events which occurred in her life that led to her achieving the position of President followed a pattern of opportunities, decisions, and changes. Using her life-history, the researcher was able to conclude that the decision to purchase the franchise was the event that directly led her to become President. Prior to this, several other past events were identified that in turn provided the President with the opportunity of purchasing the for-profit sport franchise.

Interviews and observations were also used to analyze her authentic leadership

using the ALDM (Avolio & Luthans, 2003). The researcher used the President's life-history, interview data collected from her, as well as three staff members and three friends, and observations of daily activities within the organizational context to assess the President's authentic leadership, as defined by the four elements of the ALDM (Avolio & Luthans, 2003).

Each of the categories of the ALDM provided an understanding of the President's authenticity, as well as her leadership characteristics. The positive psychological capacities categories looked at the President's life experiences, and her level of confidence, optimism, hope, and resiliency. Specifically, the data were interpreted related to qualities that the President may possess considered necessary for authentic leadership.

The positive organizational context attempted to identify the culture, values, and mission of the organization the President runs, as well as whether the President encouraged her employees in their own development as authentic and ethical leaders. In addition, the trigger events and challenges component drew from aspects of the President's life-history and identified occurrences that may have contributed to her leadership development. Using Arvey et al.'s (2005) model of examining one's life-history in terms of leadership development, the President's life consisted of many attributes that assisted her development into an authentic leader.

Finally, the positive self development looked at the level of the President's self awareness and self regulation. Self awareness related to how the President viewed herself and her abilities, and self regulation identified how they aligned with her values, beliefs, and actions.

In assessing the President's authentic leadership development using the ALDM

from these data and during this time of study the President was consistent in her actions based on her values and beliefs, and may be seen as an authentic leader. The findings do suggest however, that the President has not developed an organizational culture in which employees are assisted in developing their own authentic leadership. Thus, did not fulfil the description of the positive organizational context.

Major Findings

Leadership is required at every level in sport. From on the field to the head office, having a person who provides guidance, confidence, and the drive to succeed is crucial in any organization (Defrantz, 1988). Leaders use their own personal strengths, beliefs, and values and translate them into inspiration for others to follow. Authentic leaders have come to accept how to best be themselves, and continue to evolve as the world changes around them. This study provided an opportunity to study a woman who became the President in a traditionally male dominated industry in a for-profit sport franchise, and examine her leadership development in the context of the ALDM.

An authentic leader is defined as one whose actions and behaviours are consistent based upon their own thoughts and beliefs (Avolio, 2007). From the data, it appears as though the President demonstrated personal authenticity from her life-history. Her authenticity was demonstrated through the consistency of her actions, behaviours, and beliefs (Avolio & Luthans, 2003; Discoll & McKee, 2007). Authentic persons are aware of their natural abilities as well as their shortcomings and work hard to overcome them. The President was aware that she is too kind at some points, always saying “yes” to people. She feels guilty over those things she can not control, and attempts to overcome this shortcoming by creating a new outlook for herself in not worrying about such things.

She also was able to build meaningful relationships with her employees (as seen as an authentic leader characteristic) opening up about her life and experiences, as well as caring about others' lives outside of work. It is suggested that her leadership practices and actions were true to her values and beliefs, and that she made her values and beliefs known to her followers.

It was not the unexpected moments that required the President to change job positions and to take on the new tasks of President; this change was expected as sometimes trigger events are. Due to involvement with sports from a young age, meeting her husband and assisting in their family business, her son's involvement within the league, the for-profit franchise was offered to her and her husband for purchase. She was aware of the decision to purchase the for-profit sport organization, as the offer was presented to her; she then agreed to take the role of President. The development into the role of President was not a momentous event; however, the amount of responsibility and personal sacrifice reconfirmed her values coincide her actions. The President demonstrated that she was a responsible, hard-working individual who experienced a new set of expectations of herself. She possessed and displayed high self-esteem, confidence, optimism, and was known to act in consistency with her values and beliefs. These traits were all found to be ascribed to her when speaking with her employees and friends.

Avolio and Luthans (2003) define the ALDM as a model that assists in qualitatively examining how one may develop into an authentic leader. Their developmental model is built around the ideology that there are trigger events which shape leaders' perspectives, values, and behaviours. The President had a noticeable sense of personal authenticity, and the ALDM was used to identify how she may have

developed to this level of authentic leadership. The ALDM was used to classify her development in terms of four categories. Reviewing the positive psychological capacities, it was found that the President had the psychological qualities that were aligned with the ALDM. She displayed confidence, hope, optimism, and resiliency. Her resiliency was seen through undertaking the position of President while others doubted her ability and having to run the organization alone till her husband was able to join them. Her values and behaviours were all found to be consistent with her actions, and she possessed a strong sense of who she was.

The positive organizational context category identified the culture and values of the organization illustrated a casual environment, one based on a great deal of trust and responsibility. The nature of the sport industry, including this organization, required a small employee base, long hours, and events scheduled at nights and on the weekends. The staff members were well aware of the nature of the industry, and felt the President had gone to great lengths to reward the staff for their hard work with meals after the games and the opportunity to travel with the team to away games. The President had applied her values related to family, compassion, and optimism and introduced them into the organization. However, while the President seemed to have confirmed most of Avolio and Luthans (2003) ALDM characteristics of having a highly developed organization, the President had not yet created an organizational culture that fostered leadership development for her staff. The leader's ability to impact others depended in part on the environment in which that leader is situated and how positive the network was geared around the leader's own values and beliefs (Avolio, 2007). While she did encourage feedback for her own development into a better leader, she had yet to provide feedback to

her employees to encourage their own development. Perhaps this was due to the timing of the study, as the organization may not have had a fully developed culture that would help foster employee's authentic leadership development. The leader in this study did not fully align with this category of the ALDM.

The trigger events element of the ALDM, as presented by Arvey et al. (2005) highlighted specific occurrences in the President's life. These occurrences provided insight into what may have encouraged the President's leadership development. The trigger events in her life included her frugal upbringing, being very close with her family, university choice, meeting and marrying her husband, having children, the death of her dog, and purchasing the for-profit sport franchise. The findings of historical element were able to identify the three distinctive moments in her life and these were discussed in the next section, positive self development. It was at these three moments in her life when she began to fully understand and accept herself on the journey to becoming self-aware.

The positive self development category of the ALDM found that the President was very honest, open about her life showing full self-disclosure, was aware of her strengths, weaknesses, and she was fully accepting of all personal qualities. She displayed high levels of self awareness in her daily life, and behaved in according to her values and beliefs. Achieving self-awareness allowed the President to come to appreciate her strengths and weaknesses, her talents, values, beliefs, and desires. Her levels of self-awareness seem to suggest similar high levels of self-esteem. Authentic leaders are those with higher levels of self-awareness and self-esteem (Avolio & Gardner, 2005). From her self-awareness and self-esteem, the President was able to create an environment at her organization reflective upon her own personality.

Her high level of self awareness and self regulation was attested to by her friends, as well as the three employees of the organization. The employees of the President who were interviewed were in agreement that her actions were consistent with who she was as a person. While followers might disagree about which actions a leaders should take to address different situations, they may agree about the leader's authenticity and integrity if they perceive that the motives underlying the leader's actions are consistent across all situations (Fields, 2007). The organization's employees suggested that while they may disagree with business decisions, the President behaved in ways that confirmed her high level of authenticity.

According to Avolio and Gardner (2005), there are four defining characteristics of an authentic leader. First, authentic leaders are true to themselves rather than being compliant to other people. The President was shown to be true to her values and self, rather than compromising herself to appease others. Second, authentic leaders are motivated by their own personal convictions. The President was motivated to support her family and run a successful team as the only woman President in the league. Third, authentic leaders are "originals, not copies," (Avolio, & Gardner, 2005) in that they lead from their own point of view. The President had brought a new style of leadership and perception to the sport franchise as attested by her employees. While she listened and encouraged input from others to make business decisions, she ultimately provided the final verdict using a combination of previous business experience and intuition. Finally, actions of authentic leaders are based on their personal morals and value system (Avolio & Gardner, 2005; Avolio et al., 2008; Fields, 2007; Grover & Moor-Man, 2007). For female leaders, the findings of this study can attest to the notion that anyone, regardless

of gender, can thrive in a position of authority if they are true to themselves and their values. The President based her actions on her own morals and values, and, while the positive organizational context of the ALDM lacked a culture capable of fostering employee development, she possessed the qualities of an authentic leader, and she was seen as such.

Limitations and Delimitations

The research study was limited by its scope. The first limitation which occurred was the sense of honesty from the participants. There was no definite way to determine whether or not the President and employees were responding to interview questions with complete honesty. Also, their actions within the organization, as well as in relation to each other may have been altered to reflect the researcher's presence within the organization. This limitation would affect the findings and results of the study. The researcher attempted to decrease this limitation by gaining the trust of the President and employees by volunteering within the organization for the entire length of the study. Also, the researcher used interview questions that were intended to best understand the President's authentic leadership behaviours. The researcher also used probes to deepen her responses to questions, to increase the richness of the data, and to give cues to the interviewee about the level of response desired (Patton, 1987).

The second limitation of this study relates to the questions asked and the observations made. Based on the questions asked, something may not have been discovered about the President that relates to the findings and results. Each interview was guided by an established list of questions and topics explored. Since the interviews were semi-structured, however, this allowed for changes to be made based on the participants'

answers. The interview guide served as a basic checklist during the interview to ensure that all relevant topics were covered. Patton (1987) reaffirms that while “interview guides serve as a list of questions to be explored during an interview, the researcher is free to build a conversation within a particular subject area, to word questions spontaneously, and establish a conversation style – but with the focus on a particular predetermined subject” (p.111). With this limitation, it was found that the questions asked were sufficient in providing enough information to answer the research questions.

A third limitation occurred in relation to the three participants the President selected for participating in the study. Unfortunately, due to the location and scheduling, the interviews were conducted by telephone. Telephone interviews are potentially less rich, and the data collected from these participants may not have been as descriptive as if conducted in person, when the researcher has the a chance to interact with the participants during the interview. All participants completed member-checks, and were able to review transcripts of the interview and had the opportunity to add information to their answers that would help them become relevant. Also, the telephone interview participants were given a copy of the interview guide prior to the interview to prepare through responses to questions. Within the limitation, the responses given were sufficient enough to successful answer the research questions.

A delimitation of this study was the selection of one specific person upon which to focus a study. By selecting a single-case study, the researcher was able to analyze the President’s authentic leadership in greater depth and detail. The President was unique and represented a unique opportunity for sport managers to understand how a woman is able to become the President in a traditionally male dominated field, and how her leadership

style was perceived by others.

The study was delimited to a three month in-depth period of participation within the organization. The time frame was selected prior to the data collection process and seen as a sufficient length of time to complete all interviews and observations. However, the study has been delimited to the time allotted for completion, relative to the operation of the organization's busiest time. If the study was completed during the busier months of the for-profit franchise season, for example, it may have been more difficult to find the time to complete all the interviews and observations. It also may have seen the President exhibiting different behaviours. By determining a timeframe of three months for immersion in the organization and for observation, the study was delimited to a relatively small timeframe of data collection. The study was chosen for this particular timeframe due to the availability of the organization. The President agreed to allow this study to take place during the months of July to October of 2008, as the organization was not as busy as it would have been during other times of the year.

Reflexivity

When considering the results of qualitative research, it is important to recognize the potential impact of the researcher in conducting the study. Specifically, postmodern researchers "deconstruct the narrative, challenging text as contested terrain that cannot be understood without references to ideas being concealed by the author and context within the author's life" (Creswell, 2007, p. 178). Patton (2002) recognizes the importance of reflexivity in qualitative research as a means for the researcher to express their voice of understanding while interpreting the data. He continues stating,

The qualitative analyst owns and is reflective about her or his own voice and perspective; a credible voice conveys authenticity and trustworthiness; complete

objectivity being impossible and pure subjectivity undermining credibility, the researcher's focus becomes balance - understanding and depicting the world authentically in all its complexity while being self-analytical, politically aware, and reflective in consciousness. (p. 494)

The researcher kept a journal of thoughts and feelings during the research process and encountered two challenges that should be addressed. The researcher spent three months conducting in-depth observations within the organization to gain insight into behaviours and interactions between the President and her employees, as well as to learn about the culture of the organization. The following section will discuss: (a) the researcher's role within the organization, and (b) the researcher's relationship with the President.

The researcher had in-depth access to and participation within the organization. As noted in previous chapters, the evaluation of the ALDM required not only interviewing the participants, but observing them in real-life situations to understand how the leader in question related to her followers. Unfortunately, during the researcher's time within the organization the researcher was in a role that did not allow an abundance of time with the President herself. The researcher's position as a volunteer evolved into answering phone inquiries, and assisting with the retail aspect of the organization. Due to this, direct observation of the President was slightly hindered. The researcher was, however, able to gain trust with the employees of the organization resulting from her direct involvement with them. During the interview process, the employees openly disclosed both positive and negative views on the organization, contributing significantly to the development of understanding about the operations, leader behaviours, and organizational culture.

During the research process, the researcher was able to establish a personal

rapport with the President and experienced ethical dilemmas in documenting personally damaging information. As a researcher, there is a responsibility to report complete and concise findings, as they relate to the continued development of the body of knowledge related to the topic. The researcher was able to understand the nature of the study and used all categorized data that was relevant to the study for analysis. After establishing strong confidence in the research question and purpose of the study, all information included was required to properly answer the research questions. The President participated in member-checking and was aware that disclosed information would be used to better enhance the field of authentic leadership in the context of a for-profit sport organization. The researcher was able to interpret the data based upon the ALDM, and found similarities within the literature of ALDM and the development of authentic leadership in the President. The relationship with the President began before the data collection process began, and will be discussed in the following section identifying the limitations and delimitations of this study.

Recommendations for Future Studies

This research study involved exploration of the concept of authentic leadership involving one case within the sport industry. The research study provided an in-depth examination of a person who was of great interest. This life-history case study was completed when the President had just recently entered her new position within the organization. The President is still active in her organization, and the for-profit sport franchise is still experiencing great success, as defined by both financial gains and the team's excellent performance. A longitudinal study of her life-history is recommended as a methodology to further understand her level of authenticity and fit within the ALDM.

The President's life-history could be reviewed and updated periodically as she continues in her life and career to build upon the current study.

A second recommendation for a future study would involve the authentic leadership questionnaire (ALQ) (Avolio, 2008). It would be beneficial to administer the ALQ to the President and investigate a quantitative assessment of her authentic leadership. The ALQ would provide an alternative perspective on the President's level of authenticity. The ALQ may also contribute to the effectiveness of the ALDM as another testing mechanism for future leaders of organizations, as well as providing avenues towards understanding specific levels of authenticity in the leaders of sport organizations.

Third, the President's employees provided a vast amount of information that was extremely helpful in this study. Their views on the President offered a glimpse into the leadership qualities that the President presented to others. It would be beneficial to conduct future follow-up research with the organization's employees, as well as the President's friends, to see if the President had been able to assist them in their own leadership development by providing an example of authentic leadership.

Finally, the ALDM does not specifically detail the steps involved in becoming an authentic leader. Rather, it outlines the potential components for the development of an authentic leader. Further research into the ALDM and other methods of authentic leader development are still needed within this field of study.

Conclusion

The purpose of this study was to provide an in-depth, life history examination of the leadership qualities of the President of a for-profit sport organization and explore this individual's leadership development within the framework of the ALDM. The narrative

case study of the female President of a for-profit sport organization provided a glimpse into the life of a person whose values, beliefs, and actions aligned. A series of interviews was conducted with the President, including interviews with three employees, and three individuals, as selected by the President, who attested to her authenticity and life-history. As well, observations were used to create a life-history of the President and determine if she was aligned with the ALDM. Creating a life-history of the President allowed the researcher to outline the story of her life up until the conclusion of the study.

The major findings of this study were the purchasing of the for-profit franchise that allowed her to acquire the position of President. This event was preceded by three trigger events that led to a peak in her life that presented her the opportunity to purchase the franchise. The President was also seen to display characteristics similar to the outcome of the ALDM model, and it was found that there was a need to establish an organizational culture that would help assist employee development. With recent literature focusing on the need for authentic leaders in today's businesses (Brown-Radford et al., 2006; Avolio & Gardner, 2005; Avolio, 2007), the ability to providing an overview of authentic leadership within a business context supports the notion that behaving authentically allows for much needed optimism, hope, and success. Future research in authentic leadership and authentic leadership development will be useful to enhance leadership theory and demonstrate the effectiveness of authentic leaders in organizations.

REFERENCES

- Algozzine, B., & Hancock, D. R. (2006). *Doing case study research*. NY: Teachers College Press.
- Antonakis, J., Cianciolo, A. T., & Sternberg, R.J. (2004). *The nature of leadership*. London: Sage.
- Anonymous. (2006). Authentic leadership. *Training journal*, 11.
- Arvey, R. D., Avolio, B. J., Krueger, R. F., & Zhang, Z. (2007). Developmental and genetic determinants of leadership role occupancy among women. *Journal of Applied Psychology*, 92(3), 693-706. Retrieved February 19, 2008 from http://www.proquest.com/en-US/catalogs/databases/detail/abi_inform.shtml
- Authenticity and effective leadership*. (2006). Getting the focus right. *Strategic Direction*, 22(7), 18-21.
- Avolio, B. J. (2007). Promoting more integrative strategies for leadership theory-building. *American Psychologist*, 62(1), 25-33.
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16, 315-338.
- Avolio, B. J., Gardner, W. L., Luthans, F., May, D. R., & Walumbwa, F. O. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviours. *The Leadership Quarterly*, 15, 801-823.
- Avolio, B. J., Gardner, W. L., Luthans, F., May, D. R., & Walumbwa, F. O. (2005). "Can you see the real me?" A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16, 343-372.

- Avolio, B. J., Gardner, W. L., Peterson, S. J., Walumbwa, F. O., & Wernsing, T. S. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, 34(1), 89-126.
- Avolio, B. J., & Luthans, F. (2003). Authentic leadership development. In K.S. Cameron, Dutton, J., & Quinn, R.E. (Eds.) *Positive Organizational Scholarship* (pp. 241-258). San Francisco, CA: Berrett-Koehler.
- Bass, B. M. (1990). From transactional to transformational leadership: learning to share the vision. *Organizational Dynamics*, 15, 19-31.
- Berson, Y., Galvin, B. M., Keller, R. T., Nermanich, L. A., & Waldman, D. A. (2006). Leadership and organizational learning: a multiple levels perspective. *The Leadership Quarterly*, 17, 577-594. Retrieved February 19, 2008 from http://www.proquest.com/en-US/catalogs/databases/detail/abi_inform.shtml
- Bloom, G. A., Dupuis, M., & Loughhead, T. M. (2006). Team captains' perceptions of athlete leadership. *Journal of Sport Behaviour*, 29(1), 60-78. Retrieved on April 9, 2008 from <http://www.scholarsportal.info/>
- Borchers, T. (1999). Interpersonal communication. Retrieved April 1, 2009 from <http://www.abacon.com/commstudies/interpersonal/indisclosure.html>
- Brock University Research Services. (2007). Templates for Research Ethics Board forms. Retrieved December 10, 2007 from <http://www.brocku.ca/researchservices>

- Brown-Radford, J., Buckley, M. R., Evans, R., Harvey, M. G., & Novicevic, M. M. (2006). Authentic leadership: a historical perspective. *Journal of Leadership and Organizational Studies*, 13(1), 64-76. Retrieved February 19, 2008 from http://www.proquest.com/en-US/catalogs/databases/detail/abi_inform.shtml
- Burns, J. M. (1978). *Leadership*. NY: Harper & Row.
- Campbell, A., & Yeung, S. (1991). Creating a sense of mission. *Long Range Planning*, 42(4), 10-20.
- Carroll, A. B. (1991). The pyramid of corporate social responsibility: Toward the moral management of organizational stakeholders. *Business Horizon*, 39-50.
- Chelladurai, P. (1978). *A contingency model of leadership in athletics*. Unpublished doctoral dissertation, University of Waterloo, Canada..
- Claringbould, I., & Knoppers, A. (2008). Doing and undoing gender in sport governance. *Sex Roles*, 58, 1–2. Retrieved April 9, 2008 from <http://www.scholarsportal.info>
- Cook-Greuter, S. R. (2004) Making the case for a developmental perspective. *Industrial and Commercial Training*, 36(7), 275-281.
- Cooper, C. D., Scandura, T. A., & Schriesheim, C. A. (2005). Looking forward but learning from our part: Potential challenges to developing authentic leadership theory and authentic leaders. *The Leadership Quarterly*, 16, 475-493.
- Cords, W., Hastad, D., & Penman, K. (1974). Success of the authoritarian coach. *Journal of Social Psychology*, 92, 155-156.
- Cox, R. (2007). The transformational leadership report. *Transformation leadership*. Retrieved April 9, 2008 from <http://www.transformationalleadership.net>

- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.) Thousand Oaks, CA: Sage.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.
- Crust, L., & Lawrence, I. (2006) A Review of Leadership in Sport: Implications for Football Management. *Athletic Insight: The Online Journal of Sport Psychology*, 8(4). Retrieved April 9, 2008 from <http://www.scholarsportal.info/>
- Cunningham, G. B., & Sagas, M. (2008). Gender and sex diversity in sport organizations: Introduction to a special issue. *Sex roles*, 58, 3-9. Retrieved April 9' 2008 from <http://www.scholarsportal.info/>
- Curtis, B., Smith, R. E., & Smoll, F. L. (1979). Coach effectiveness training: A cognitive-behavioural approach to enhancing relationship skills in youth sports coaches. *Journal of Sport Psychology*, 1, 59-75.
- Defrantz, A. L. (1988). Women and leadership in sport. *Journal of Physical Education*, 59(3), 46-48.
- Dhunpath, R. (2000). Life history methodology: "Narradigm" regained. *International Journal of Qualitative Studies in Education*, 13(5), 543-551.
- Douglas, S. C., Harvey, P., & Martinko, M. J. (2007). The role, function and contribution of attribution theory to leadership: A review. *The Leadership Quarterly*, 18, 561-585. Retrieved February 19, 2008 from http://www.proquest.com/en-US/catalogs/databases/detail/abi_inform.shtml

- Driscoll, C., & McKee, M. (2007). Restorying a culture of ethical and spiritual values: A role for leader storytelling. *Journal of Business Ethics*, 73, 205-217. Retrieved February 19, 2008 from http://www.proquest.com/en-US/catalogs/databases/detail/abi_inform.shtml
- Eilam, G., & Shamir, B. (2005). "What's your story?" A life-stories approach to authentic leadership development. *The Leadership Quarterly*, 16, 395-417.
- Endrissat, N., Kaudela-Baum, S., & Muller, W.R. (2007). En route to an empirically-based understanding of authentic leadership. *European Management Journal*, 25(3), 207-220. Retrieved February 19, 2008 from http://www.proquest.com/en-US/catalogs/databases/detail/abi_inform.shtml.
- Forshey, P. R., Gerard, J. A., Harding, C. S., Klemm-Verbos, A., & Miller, J. S. (2007). The positive ethical organization: Enacting a living code of ethics and ethical organizational identity. *Journal of Business Ethics*, 76, 17-33. Retrieved February 19, 2008 from http://www.proquest.com/en-US/catalogs/databases/detail/abi_inform.shtml
- Fields, D. L. (2007). Determinants of follower perceptions of a leader's authenticity and integrity. *European Management Journal*, 25(3), 195-206. Retrieved February 19, 2008 from http://www.proquest.com/en-US/catalogs/databases/detail/abi_inform.shtml
- George, B. (2003). *Authentic leadership: Rediscovering the secrets to creating lasting value*. San Francisco, CA: Jossey-Bass.
- George, B. (2006). Truly authentic leadership. *US News and World Report*.
- George, B. (2007). *True north*. San Francisco, CA: Jossey-Bass.

- George, B., Mayer, D., McLean, A. M., & Sims, P. (2007). Discovering your authentic leadership. *Harvard Business Review*, 85(2), 129-138.
- Grover, S.L., & Moor-Man, R. H. (2007). Grasping the meaning and interpretation of integrity in business leadership. *European Management Journal*, 25(3), 167-170. Retrieved February 19, 2008 from http://www.proquest.com/en-US/catalogs/databases/detail/abi_inform.shtml
- Guba, E.G. & Lincoln, Y.S. (1985). *Naturalistic Inquiry*. Thousand Oaks, CA: Sage.
- Huxley, A. (1932). *Texts and pretexts*. London, UK: Chatto & Windus.
- International Olympic Committee. (2008). Executive board: Composition. *Official website of the Olympic movement*. Retrieved February 19, 2007 from http://www.olympic.org/uk/organisation/ioc/executive/members_uk.asp.
- Jensen, S. M., & Luthans, F. (2006a.) Entrepreneurs as authentic leaders: Impact on employees' attitudes. *Leadership and Organizational Development Journal*, 27(8), 646.
- Jensen, S. M., & Luthans, F. (2006b). Relationship between entrepreneurs' psychological capital and their authentic leadership. *Journal of Managerial Issues*, 18(2), 254-275. Retrieved February 19, 2007 from http://www.proquest.com/en-US/catalogs/databases/detail/abi_inform.shtml
- Macfarlane, B. (2008). *Researching with integrity*. New York, NY: Routledge.
- Margaretta, J., (2002). Biographical Research. *Biography: An interdisciplinary quarterly*, 25(4), 684 – 688.
- Miner, M.J. (1993). Women in sport – a reflection of the greater society? *Journal of physical education, recreation & dance*, 64(3), 44.

- Moran, M. M., & Weiss, M. R. (2006). Peer leadership in sport: Links with friendship, peer acceptance, psychological characteristics, and athletic ability. *Journal of Applied Sport Psychology*, 18, 97-113. Retrieved April 9, 2008 from <http://www.scholarsportal.info/>
- Ogilvie, B. C., & Tutko, T. A. (1970). Self-perceptions as compared with measured personality of selected male physical educators. In G. S. Kenyon (Ed.), *Contemporary psychology of sport* (pp. 73-78). Chicago: Athletic Institute.
- Patton, M. Q. (1987). *How to use qualitative methods in evaluation*. Beverly Hills, CA: Sage Publications.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed). Thousand Oaks, CA: Sage Publications.
- Pennington, P. (2006). Authentic leadership in the college classroom. *Academic Exchange Quarterly*, 10(2), 1-6.
- Rankin-Brown, M. (2006). Increasing awareness of self and culture through writing research. Pacific Union College Proceedings of CATESOL State Conference, 2006. Retrieved December 10, 2007 from <http://www.catesol.org/06Rankin2.pdf>
- Rooke, D., & Torbert, W. R. (2005). Seven transformations of leadership. *Harvard Business Review*, 83(4), 1-13.
- Rosenau, P. (1992). Post-modernism and the social sciences: insights, inroads, and intrusions. Princeton, NJ: Princeton University Press.
- Spiro, M. E. (1996). Postmodernist anthropology, subjectivity, and science. A modernist critique. *Comparative studies in society and history*, 38.759-780.

- Stroobants, V. (2005). Stories about learning in narrative biographical research. *International Journal of Qualitative Studies in Education*, 18(1), 47-61.
- Triola, N. (2007). Authentic leadership begins with emotional intelligence. *Creating a Healthy Workplace*, 18 (3), 244-247. Retrieved February 19, 2008 from http://www.proquest.com/en-US/catalogs/databases/detail/abi_inform.shtml
- Wall, L. (2004). Women, distance education and solitude: A feminist postmodern narrative of women's responses to learning in solitude. Unpublished Master's of education thesis, University of Athabasca, Alberta.
- Weese, W. J. (1996). Do leadership and organizational culture really matter? *Journal of Sport Management*, 10(2), 197-206.
- Willis, J. W. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. Thousand Oaks, CA: Sage.
- Wikipedia. (2008). Warren Buffett. Retrieved May 5, 2008 from http://en.wikipedia.org/wiki/Warren_Buffett
- Yin, R. K. (2003). *Case study research* (3rd ed.). Thousand Oaks, CA: Sage

Appendix A

General Narrative Research Procedure Guide.

- Determine if the research problem or question best fits narrative research. Narrative research is best for capturing the detailed stories or life experiences of a single life or the lives of a small number of individuals.
- Select one or more individuals who have stories or life experiences to tell, and spend considerable time with them gathering their stories through multiple types of information. Research participants may record their stories in a journal or diary, or the research might observe the individuals and record field notes. Researchers may also collect letters, assemble stories about the individuals from family members; gather documents such as memos or official correspondence about the individual; or obtain photographs, memory boxes (collection of items that trigger memories), and other personal-family social artefacts. After examining these sources, the research records the individuals' life experience.
- Collect information about the context of these stories. Narrative researchers situate individual stories within participants' personal experiences, their culture and their historical contexts.
- Analyze the participants' stories and then 'restory' them into a framework that makes sense. Restorying is the process of reorganizing the stories into some general type of framework. This framework may consist of gathering stories, analyzing them for key elements of the story, and then rewriting the stories to place them within a chronological sequence. Often when individuals tell their stories, they do not present them in a chronological sequence. One aspect of the chronology is that the stories have a beginning, middle and an end. Also, the story might include other elements including time, place and scenario. Other than the chronology, researchers might detail themes that arise from the story to provide a more detailed discussion of the meaning of the story. Therefore, qualitative data analysis may be a description of both the story and themes that emerge from it.
- Collaborate with participants by actively involving them in the research. As researchers collect stories, they negotiate relationships, smooth transitions and provide ways to be useful to the participants. A key theme has been the turn toward the relationship between the researcher and the researched in which both parties will learn and change in the encounter. Within the participant's story may also be an interwoven story of the researcher gaining insight into his/her own life. The study should tell the story of individuals unfolding in a chronology of their experiences, set within the personal, social and historical context.

(Creswell, 2007)

Appendix B

LETTER OF INVITATION – President, For-Profit Sport Organization [to appear on Brock letterhead]

July, 2008

Title of Study: Exploring Authentic Leadership: A Narrative Case Study

Student Principal Investigator: Tarah Mahoney, MA Student, Department of Sport Management, Brock University

Faculty Supervisor: Dr. Joanne MacLean, Associate Professor and Chair of the Department of Sport Management, Brock University

Dear President

I, **Tarah Mahoney, Master of Arts student**, from the Department of Sport Management, Brock University, invite you to participate in a research project entitled Exploring Authentic Leadership: A Narrative Case Study

The purpose of this research project is to investigate the lived experience of the President of a for-profit sport organization from a narrative life history approach. I will be seeking to understand your leadership and managerial style as it relates to the Authentic Leadership Development Model. The research questions that guide this study are as follows:

1. What key points or trigger events in the President's life have helped her achieve the position of President of a for-profit sport organization?
2. Does her life story align with the Authentic Leadership Development Model (Avolio, 2005)?

The expected duration of your direct involvement in the study is a series of interviews, each lasting no more than two hours, as required. Observation analysis will be done over a period of two months. These require you to go about your normal tasks as required by your position. The information you provide will be kept confidential. *Your name will not appear in any thesis or report resulting from this study; however, with your permission, anonymous quotations may be used.* Member-checking will be done at the end of the data collection process to ensure all recorder information is correct.

This research should benefit the field of sport management, women in managerial positions within the sport management industry, as well as authentic leadership theory development.

The research will be done at the organizations head office during the months of August, through to October. Your participation is required for no more than 2 months.

If you have any pertinent questions about your rights as a research participant, please contact the Brock University Research Ethics Officer (905 688-5550 ext 3035, reb@brocku.ca)

If you have any questions, please feel free to contact me.

Thank you

Sincerely,

Tarah Mahoney
MA Student, Brock University
(289) 213-4576
tarah.marie.mahoney@brocku.ca

Dr. Joanne MacLean
Associate Professor and Chair
(905) 688-5550 ex. 3159
jmaclean@brocku.ca

This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board (file # 07-342]

**LETTER OF INVITATION – All staff members of the For Profit organization
[to appear on Brock letterhead]**

July, 2008

Title of Study: Exploring Authentic Leadership: A Narrative Case Study

Student Principal Investigator: **Tarah Mahoney**, MA Student, Department of Sport Management, Brock University

Faculty Supervisor: **Dr. Joanne MacLean**, associate Professor and chair of the Department of Sport Management, Brock University

I, **Tarah Mahoney, Master of Arts student**, from the Department of Sport Management, Brock University, invite you to participate in a research project entitled Exploring Authentic Leadership: A Narrative Case Study.

The purpose of this research project is to investigate the lived experience of the President of a for-profit sport organization from a narrative life history approach. She is significant to study being the President of a traditionally male dominated position. I will be seeking to understand her leadership and managerial style as it relates to the Authentic Leadership Development Model. The research questions that guide this study are as follows:

1. What key points or trigger events in the President's life have helped her achieve the position of President of a for-profit sport organization?
2. Does her life story align with the Authentic Leadership Development Model (Avolio, 2005)?

Observation analysis will be done over a period of two months. The only requirement from you is to go about your normal tasks as required by your job position. The observations will be of the interactions between the President and employees. I will be identifying behaviours that can be related to the leadership style of the President. All observations will be recorded at the end of the day by the Student Principal Investigator, and not during the hours spent at the organization. Member-checking will be done at the end of the data collection process to ensure all recorder information is correct.

Three staff members will be chosen for an interview lasting no more than two hours. The information you provide will be kept confidential. *Your name will not appear in any thesis or report resulting from this study; however, with your permission, anonymous quotations may be used.*

This research should benefit the field of sport management, women in managerial positions within the sport management industry, as well as authentic leadership theory development.

The research will be done at the organization's head office during the months of August, through to October.

If you have any pertinent questions about your rights as a research participant, please contact the Brock University Research Ethics Officer (905 688-5550 ext 3035, reb@brocku.ca)

If you have any questions, please feel free to contact me.

Thank you,

Tarah Mahoney
MA Masters Candidate, Brock University
(289) 213-4576
tarah.marie.mahoney@brocku.ca

Dr. Joanne MacLean
Associate Professor and Chair
(905) 688-5550 ex. 3159
jmaclean@brocku.ca

This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board (file # 07-342]

**LETTER OF INVITATION – All acknowledge subjects as given by the President
[to appear on Brock letterhead]**

July, 2008

Title of Study: Exploring Authentic Leadership: A Narrative Case Study

Student Principal Investigator: **Tarah Mahoney**, MA Student, Department of Sport Management, Brock University

Faculty Supervisor: **Dr. Joanne MacLean**, associate Professor and chair of the Department of Sport Management, Brock University

I, **Tarah Mahoney, Master of Arts student**, from the Department of Sport Management, Brock University, invite you to participate in a research project entitled Exploring Authentic Leadership: A Narrative Case Study.

The purpose of this research project is to investigate the lived experience of the President of a for-profit sport organization from a narrative life history approach. She is significant to study being the President of a traditionally male dominated position. I will be seeking to understand her leadership and managerial style as it relates to the Authentic Leadership Development Model. The research questions that guide this study are as follows:

1. What key points or trigger events in the President's life have helped her achieve the position of President of a for-profit sport organization?
2. Does her life story align with the Authentic Leadership Development Model (Avolio, 2005)?

The only requirement from you is an interview lasting no more than two hours, investigating the relationship and leadership capacity of the President from your view. The information you provide will be kept confidential. *Your name will not appear in any thesis or report resulting from this study; however, with your permission, anonymous quotations may be used.* Member-checking will be done at the end of the data collection process to ensure all recorder information is correct.

This research should benefit the field of sport management, women in managerial positions within the sport management industry, as well as authentic leadership theory development.

The research will be done at the organization's head office during the months of August, through to October.

If you have any pertinent questions about your rights as a research participant, please contact the Brock University Research Ethics Officer (905 688-5550 ext 3035, reb@brocku.ca)

If you have any questions, please feel free to contact me.

Thank you

1

Tarah Mahoney
MA Masters Candidate, Brock University
(289) 213-4576
tarah.marie.mahoney@brocku.ca

Dr. Joanne MacLean
Associate Professor and Chair
(905) 688-5550 ex. 3159
jmaclean@brocku.ca

This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board (file # 07-342)

Appendix C

Informed Consent – For-Profit Organization Staff Member Participant Observations

Date: **July 2008**
 Project Title: Exploring Authentic Leadership: A Narrative Case Study

Student Principal Investigator:
Tarah Mahoney, MA Student, Applied Health Science
 Department of **Sport Management**
 Brock University
 Email: tarah.marie.mahoney@brocku.ca

Faculty Supervisor (if applicable):
Chair, Dr. Joanne MacLean
 Department of **Sport Management**
 Brock University
 (905) 688-5550 Ext. 3159

INVITATION

You are invited to participate in a study that involves research. The purpose of this research project is investigating the lived experience of the President of a for-profit sport organization from a narrative life history approach. I will be seeking to understand her leadership and managerial style as it relates to the Authentic Leadership Development Model. The research questions that guide this study are as follows:

1. What key points or trigger events in the President's life have helped her achieve the position of President of a for-profit sport organization?
2. Does her life story align with the Authentic Leadership Development Model (Avolio, 2005)?

WHAT IS INVOLVED

As a participant, there will be observations done over a two month period from August to October that will require you to go about your daily tasks as you would normally. The observations made will be of the interactions between the President and employees. I will be identifying behaviours that can be related to the leadership style of the President. All observations will be recorded at the end of the day by the Student Principal Investigator, and not during the hours spent at the organization. Member-checking will be done at the end of the data collection process to ensure all recorded information is correct.

POTENTIAL BENEFITS AND RISKS

The benefits to this research will provide the participants, as well as the organization, with a greater understanding of the leadership within their organization.

- The participants will gain a greater understanding of their views on their leadership and how they fit within their organization. Being able to discuss their opinions on the leadership within the organization may give them a chance to reveal information they would normally not disclose.
- The President will have a chance to fully understand her leadership style and capacity and her influence on others. As a woman in a typically male dominated field, she has the chance to open up doors for other women interested in getting involved in the sport industry.

This will contribute to the knowledge of leadership in sport organizations, enhancing the literature on women in leadership, and provide a fundamental basis for future studies within the sport industry.

1

CONFIDENTIALITY

Data will be kept for 6 months after which time all data will be shredded if in hard copy, or deleted from computer storage. Access to this data will be restricted to Tarah Mahoney and Dr. Joanne Maclean.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time and may do so without any penalty or loss of benefits to which you are entitled.

PUBLICATION OF RESULTS

Results of this study may be published in professional journals and may be presented at conferences. Feedback about this study will be available upon completion (April 2009). Any questions or comments, researcher can be contacted at tarah.marie.mahoney@brocku.ca.

Your name, name of the organization, name of league, sport context and your job position will be changed

to protect your confidentiality. There will be no personal identifiers included in this study.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact the Student Principal Investigator or the Faculty Supervisor using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (file 07-342). If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

Thank you for your assistance in this project. Please keep a copy of this form for your records.

CONSENT FORM

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time.

Name: _____

Signature: _____ Date: _____

Informed Consent – President of the For-Profit Organization

Date: **July 2008**

Project Title: Exploring Authentic Leadership: A Narrative Case Study

Student Principal Investigator:

Tarah Mahoney, MA Student, Applied Health Science
Department of **Sport Management**
Brock University
Email: tarah.marie.mahoney@brocku.ca

Faculty Supervisor (if applicable):

Chair, Dr. Joanne MacLean
Department of **Sport Management**
Brock University
(905) 688-5550 Ext. 3159

INVITATION

You are invited to participate in a study that involves research. The purpose of this study is investigating the lived experience of the President of a for-profit sport organization from a narrative life history approach. I will be seeking to understand your leadership and managerial style as it relates to the Authentic Leadership Development Model. The research questions that guide this study are as follows:

- a. What key points or trigger events in the President's life have helped her achieve the position of President of a for-profit sport organization?
- b. Does her life story align with the Authentic Leadership Development Model (Avolio, 2005)?

WHAT IS INVOLVED

As a participant, you will be asked to participate in a series of different interviews. Each interview may take no longer than 2 hours of your time directly.

I will also ask that you identify 5 individuals to which you feel best understand your leadership style. Please ask these individuals if you can pass along their contact information to me to participate in the study. I will contact 3 of them and ask for their voluntary commitment to this study to be interviewed. I will be identifying behaviours that can be related to your leadership style.

There will be observations made of your leadership style in your organization with you and your staff members done over a two-month period that will require you to go about your daily tasks as you would normally. All observations will be recorded at the end of the day by the Student Principal Investigator, and not during the hours spent at the organization. The research process will take no more than two months of your time from August to October. Member-checking will be done at the end of the data collection process to ensure all recorded information is correct.

POTENTIAL BENEFITS AND RISKS

There may be psychological and social risks involved with this study. The interview questions may bring to the forefront difficult memories or experiences that may cause emotional stress for the President. Also, questions asked of the staff members may cause anxiety of being exposed if they are to use negative comments to describe the leadership of the President. Also, it may be possible that the identities of the individuals responding could be recognizable. In order to combat any harm that may stem from this recognition; 1) The Student Principal Investigator will discuss the findings with ONLY her faculty advisor, behind closed doors, 2) The participants will be informed through the recruitment letter and letter of consent of their ability to withdraw from the research process at any time, and 3) The debriefing process, following the interview, will provide the respondents the opportunity to review the contents of the interview data, and screen for their approval.

The benefits to this research will provide the participants, as well as the organization, with a greater understanding of the leadership within their organization.

- The participants will gain a greater understanding of their views on their leadership and how they fit within their organization. Being able to discuss their opinions on the leadership within the organization may give them a chance to reveal information they would normally not disclose.

- The President will have a chance to fully understand her leadership style and capacity and her influence on others. As a woman in a typically male dominated field, she has the chance to open up doors for other women interested in getting involved in the sport industry. .

This will contribute to the knowledge of leadership in sport organizations, enhancing the literature on women in leadership, and provide a fundamental basis for future studies within the sport industry.

CONFIDENTIALITY

All interviews will be recorded with a digital recorder and transcribed verbatim.

Shortly after the interview has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish.

Data will be kept for 6 months after which time all data will be shredded if in hard copy, or deleted from computer storage. Access to this data will be restricted to Tarah Mahoney and Dr. Joanne Maclean.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time and may do so without any penalty or loss of benefits to which you are entitled.

PUBLICATION OF RESULTS

Results of this study may be published in professional journals and may be presented at conferences.

Feedback about this study will be available upon completion (April 2009). Any questions or comments, researcher can be contacted at tarah.marie.mahoney@brocku.ca.

Your name, name of the organization, name of league, sport context and your job position will be changed to protect your confidentiality. There will be no personal identifiers included in this study.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact the Principal Investigator or the Faculty Supervisor (where applicable) using the contact information provided above.

This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (file 07-342). If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

Thank you for your assistance in this project. Please keep a copy of this form for your records.

CONSENT FORM

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time.

Name: _____

1

Signature: _____ Date: _____

Informed Consent – All acknowledge subjects as given by the President

Date: **July 2008**

Project Title: Exploring Authentic Leadership: A Narrative Case Study

Student Principal Investigator:

Tarah Mahoney, MA Student, Applied Health Science

Department of **Sport Management**

Brock University

Email: tarah.marie.mahoney@brocku.ca

Faculty Supervisor (if applicable):

Chair, Dr. Joanne MacLean

Department of **Sport Management**

Brock University

(905) 688-5550 Ext. 3159

INVITATION

You are invited to participate in a study that involves research. The purpose of this research project is investigating the lived experience of the President of a for-profit sport organization from a narrative life history approach. I will be seeking to understand her leadership and managerial style as it relates to the Authentic Leadership Development Model. The research questions that guide this study are as follows:

1. What key points or trigger events in the President's life have helped her achieve the position of President of a for-profit sport organization?
2. Does her life story align with the Authentic Leadership Development Model (Avolio, 2005)?

WHAT IS INVOLVED

You have been selected by the President herself as a person who can personally attest to her leadership style. She has contacted you originally and has received permission for the researcher to contact you about participation. Your decision to participate in this study or if you decline to participate, will not be articulated to the President.

As a participant, you will participate in an interview, regarding the leadership style of the President of a for-profit organization lasting no more than two hours. Member-checking will be done at the end of the data collection process to ensure all recorded information is correct.

POTENTIAL BENEFITS AND RISKS

There may be psychological and social risks involved with this study. The interview questions may bring to the forefront difficult memories or experiences that may cause emotional stress for the President. Also, questions asked of the staff members may cause anxiety of being exposed if they are to use negative comments to describe the leadership of the President. Also, it may be possible that the identities of the individuals responding could be recognizable. In order to combat any harm that may stem from this recognition; 1) The Student Principal Investigator will discuss the findings with ONLY her faculty advisor, behind closed doors, 2) The participants will be informed through the recruitment letter and letter of consent of their ability to withdraw from the research process at any time, and 3) The debriefing process, following the interview, will provide the respondents the opportunity to review the contents of the interview data, and screen for their approval.

The benefits to this research will provide the participants, as well as the organization, with a greater understanding of the leadership within their organization.

- The participants will gain a greater understanding of their views on their leadership and how they fit within their organization. Being able to discuss their opinions on the leadership within the organization may give them a chance to reveal information they would normally not disclose.
- The President will have a chance to fully understand her leadership style and capacity and her influence on others. As a woman in a typically male dominated field, she has the chance to open up doors for other women interested in getting involved in the sport industry. .

This will contribute to the knowledge of leadership in sport organizations, enhancing the literature on women in leadership, and provide a fundamental basis for future studies within the sport industry.

CONFIDENTIALITY

All interviews will be recorded with a digital recorder and transcribed verbatim. The information you

provide will be kept confidential. Your name will not appear in any thesis or report resulting from this study; however, with your permission, anonymous quotations may be used.

Shortly after the interview has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish. Data will be kept for 6 months after which time all data will be shredded if in hard copy, or deleted from computer storage. Access to this data will be restricted to Tarah Mahoney and Dr. Joanne Maclean.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time and may do so without any penalty or loss of benefits to which you are entitled.

PUBLICATION OF RESULTS

Results of this study may be published in professional journals and may be presented at conferences. Feedback about this study will be available upon completion (April 2009). Any questions or comments, researcher can be contacted at tarah.marie.mahoney@brocku.ca.

Your name, name of the organization, name of league, sport context and your job position will be changed to protect your confidentiality. There will be no personal identifiers included in this study.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact the Student Principal Investigator or the Faculty Supervisor using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (file 07-342). If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

Thank you for your assistance in this project. Please keep a copy of this form for your records.

CONSENT FORM

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time.

Name: _____

Signature: _____ Date: _____

Informed Consent – For-Profit Organization Staff Member Interviews

Date: **July 2008**

Project Title: Exploring Authentic Leadership: A Narrative Case Study

Student Principal Investigator:
**Tarah Mahoney, MA Student, Applied Health
 Science**
 Department of **Sport Management**
 Brock University
 Email: tarah.marie.mahoney@brocku.ca

Faculty Supervisor (if applicable):
Chair, Dr. Joanne MacLean
 Department of **Sport Management**
 Brock University
 (905) 688-5550 Ext. 3159

INVITATION

You are invited to participate in a study that involves research. The purpose of this research project is investigating the lived experience of the President of a for-profit sport organization from a narrative life history approach. I will be seeking to understand her leadership and managerial style as it relates to the Authentic Leadership Development Model. The research questions that guide this study are as follows:

1. What key points or trigger events in the President's life have helped her achieve the position of President of a for-profit sport organization?
2. Does her life story align with the Authentic Leadership Development Model (Avolio, 2005)?

WHAT IS INVOLVED

As a participant, you have been selected to participate in an interview regarding the leadership style of the President of the organization to which you are employed, lasting no more than two hours. Member-checking will be done at the end of the data collection process to ensure all recorder information is correct.

POTENTIAL BENEFITS AND RISKS

There may be psychological and social risks involved with this study. The interview questions may bring to the forefront difficult memories or experiences that may cause emotional stress for the President. Also, questions asked of the staff members may cause anxiety of being exposed if they are to use negative comments to describe the leadership of the President. Also, it may be possible that the identities of the individuals responding could be recognizable. In order to combat any harm that may stem from this recognition; 1) The Student Principal Investigator will discuss the findings with ONLY her faculty advisor, behind closed doors, 2) The participants will be informed through the recruitment letter and letter of consent of their ability to withdraw from the research process at any time, and 3) The debriefing process, following the interview, will provide the respondents the opportunity to review the contents of the interview data, and screen for their approval.

The benefits to this research will provide the participants, as well as the organization, with a greater understanding of the leadership within their organization.

- The participants will gain a greater understanding of their views on their leadership and how they fit within their organization. Being able to discuss their opinions on the leadership within the organization may give them a chance to reveal information they would normally not disclose.
- The President will have a chance to fully understand her leadership style and capacity and her influence on others. As a woman in a typically male dominated field, she has the chance to open up doors for other women interested in getting involved in the sport industry. .

This will contribute to the knowledge of leadership in sport organizations, enhancing the literature on women in leadership, and provide a fundamental basis for future studies within the sport industry.

CONFIDENTIALITY

All interviews will be recorded with a digital recorder and transcribed verbatim. The information you provide will be kept confidential. Your name will not appear in any thesis or report resulting from this study; however, with your permission, anonymous quotations may be used.

Shortly after the interview has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish.

Data will be kept for 6 months after which time all data will be shredded if in hard copy, or deleted from computer storage. Access to this data will be restricted to Tarah Mahoney and Dr. Joanne Maclean.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time and may do so without any penalty or loss of benefits to which you are entitled.

PUBLICATION OF RESULTS

Results of this study may be published in professional journals and may be presented at conferences. Feedback about this study will be available upon completion (April 2009). Any questions or comments, researcher can be contacted at tarah.marie.mahoney@brocku.ca.

Your name, name of the organization, name of league, sport context and your job position will be changed to protect your confidentiality. There will be no personal identifiers included in this study.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact the Student Principal Investigator or the Faculty Supervisor using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (file 07-342). If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

Thank you for your assistance in this project. Please keep a copy of this form for your records.

CONSENT FORM

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time.

Name: _____

Signature: _____ Date: _____

Appendix D

Interview Guides

Methods are based upon the five capacities that create the Authentic Leadership Development Model

- I. Cognitive Element
- II. Individual and follower behaviour
- III. Historical context
- IV. Proximate context
- V. Distal context

I. Cognitive Element

Sample set of interview questions focusing directly on her as a person, and identifying a sense for who she is.

1. What do you think are your three best qualities? Your three worst? Probe: Why? Has this changed over time?
2. Which do you think you have the most of: talent, intelligence, educational experiences, or persistence? How has it helped you in your life?
3. Can you share some of your special sayings or expressions?
4. What is your favourite book and why? What is your favourite movie and why?
5. Who are three people in history you admire most and why?
6. What have been the three biggest news events during your lifetime and why?
7. If you could travel into the future, would you rather see something that specifically relates to you, or something that relates to the future of the country in general? Why?
8. If you could have three wishes, what would they be?
9. If you won the lottery of \$50 million tomorrow, what would you do with the money?
10. What is the highest honour or award you've ever received?
11. What is the most memorable phone call you've ever received?
12. What is the best compliment you ever received?
13. What kinds of things bring you the most pleasure now? When you were a younger adult? A child?
14. What things frighten you now? What frightened you when you were a younger adult? A child?
15. What is the one thing you've always wanted but still don't have?
16. Do you feel differently about yourself now from how you felt when you were younger? How?
17. What do you think has stayed the same about you throughout life? What do you think has changed?
18. How do you think others see you?
19. Where do you see yourself in the next 5 years? 10 years? 20 years?
20. If you could go back in time and change one thing, what would you change? Why/Why not?

21. Are you religious? What does your faith consist of? Has it at all influenced who you have become?
22. Would you consider yourself an optimist or pessimist? Why/Why not?

II. Individual and follower behaviour

Participant observations will be done with the President, as well as employees of the organization. I will be looking at behaviour and attitudes, and whether the values, strategy and culture that she has established is appropriate for the company and the employees in it.

Interview guide for employees/staff

1. How would you describe the President?
2. For how long have you know her? Worked here?
3. Have you seen her in stressful situations before? What happened? How has she reacted? Do you feel her behaviour was appropriate? How would you have reacted to this?
4. Knowing the President, more on a day to day basis, does her behaviours coincide with her values and attitudes?
5. Have you ever felt intimidated by her? When? Why?
6. How did you deal with this? Have you dealt with this?
7. What has been the most difficult situation you have been in during your time here at the organization?
8. How was it handled?
9. To whom do you report directly?
10. Do you have a good relationship with him/her?
11. Have you ever had any problems? If so, what happened? How was it dealt? How did you feel about it?
12. Does the President display any qualities that you feel are inappropriate for this organization?
13. Can you give an example of a time that you have seen her act authentically, meaning that the values and work ethic she tries to get others to follow? If not, can you give me an example of a time where she acted in-authentically?
14. Do you think that her actions are aligned with her values and beliefs? Yes/No? Why/why not?
15. What personal characteristic does she possess with that you can identify most with?

III. Historical context

Life experiences will be established based upon an initial timeline of events in her life focusing specifically on:

- a. Educational experiences
- b. Religious experiences
- c. Parents or siblings or other family members
- d. Experiences of loss

- e. Experiences of unexpected opportunities
- f. Peer group
- g. Mentors or Mentoring
- h. Role models who are unrelated
- i. Training and developmental experiences
- j. Prior challenges in jobs and career choices
- k. Prior successes in leadership roles

From the events listed in her timeline, interviews will be done to probe into these areas that she has identified that have had a significant impact on her life.

1. What year were you born? On what date? Did your parents tell you anything about the day you were born?
2. Where were you born?
3. Why were you given the first (and middle) name(s) that you have?
4. What is your first, most vivid memory?
5. What was the apartment or house like that you grew up in? How many bedrooms did it have? Bathrooms?
6. What was your bedroom like?
7. Can you describe the neighbourhood in which you grew up?
8. Tell me about your parents. Where were they born? When were they born? What memories do you have of them?
9. Who was stricter: your mother or your father? Do you have a vivid memory of something you did for which you were disciplined for?
10. Did your parents have a good marriage?
11. How did your family earn money? How did your family compare to others in the neighbourhood – richer, poorer, the same?
12. On what kinds of things did your family spend money?
13. How many brothers and sisters do you have? When were they born? What memories do you have of each of them from when you were growing up?
14. Did you have grandparents? Where were they born? When were they born? What do you remember about them?
15. Did you have any pets?
16. What were you like as a child? What did you like to eat? What did you do for fun? What were your favourite toys or games? Did you ever have a secret place or a favourite hiding spot?
17. What did you wear?
18. Did you get an allowance? How much? Did you spend it right away or save it? What did you buy?
19. What responsibilities did you have at home when you were young?
20. What kind of school did you attend? Were you a good student? What was your favourite subject? Least favourite? Who were your friends? Who was your favourite teacher and why?
21. Did you have any heroes or role models when you were a child?
22. How did you spend your summer holidays? What were your favourite summer activities?

23. Where did your family go on vacations?
24. How did your family celebrate holidays? Did lots of relatives get together? What traditions did you have year after year? What food was served?
25. What was the best gift you remember receiving as a child?
26. What did you want to be when you grew up?
27. What big world events do you remember from the time you were growing up?
28. What inventions do you most remember?
29. What is different about growing up today from when you were growing up?
30. When you were a teenager, what did you do for fun? Did you have a favourite spot to “hang out”? What time did you have to be home at night? Did you ever get into any trouble?
31. Were there any phrases that were popular when you were a teenager? What did you like to wear? How did your parents feel about the way you talked and what you wore?
32. When did you learn how to drive? Who taught you? What was your first car like?
33. What was your graduation from high school like?
34. What dreams and goals did you have for your life when you graduated?
35. Did you go to university or college? How did you decide what you wanted to study?
36. How did you decide what you wanted to do with your life? How do you feel about that choice?
37. What was your first job? What did you like or not like about it?
38. What job did you do most of your life? What did you like most about it? Least?
39. How did you meet your spouse? What did you like about him?
40. How and when did you get engaged?
41. When did you get married? How old were you? Where did you get married? What was your wedding like?
42. What was the first big purchase you made with your spouse?
43. What makes your spouse special or unique?
44. How many children do you have? When were they born? How did you decide what to name each?
45. What is your favourite story about each of your children?
46. What is something funny or embarrassing one of your children said at an early age that you’ll never forget?
47. What is the most memorable family vacation you took?
48. What do you remember about holiday celebrations? Is there one holiday memory that stands out for you?
49. How did you feel about raising your children? What was the best part? The hardest part?
50. What makes you proud of your children?
51. What the best thing about being a parent? A grandparent?
52. Do you know the meaning of your family name? Are there stories about the origins of your family name?
53. Have you ever had any nicknames as a child or as an adult? Where did they come from?
54. How are you like your mother? Unlike her? How are you like your father? Unlike him?

55. What was most important to your parents?
56. Do you feel you're like any of your grandparents? In what ways?
57. How are your children like you? Unlike you?

Secondly, identifying trigger events and challenges

Based upon the timeline of events she identifies, as well as answers to questions previously, a list of major events will be identified. Each event will be probed in one interview with questions including:

1. When did this happen?
2. Where were you? How did you find out?
3. How did you initially react?
4. How do you feel this changed you? If at all?
5. Did your priorities shift in any way?
6. Looking back on this experience, would you have changed anything about it?
7. How did you get through it?
8. Who was your biggest support? How did they handle it? Were they your confidant?
9. When did you first realize that this was a big event in your life?
10. Did anything change about who you were?
11. If this situation arose again, how would you embrace it?
12. Would you consider others to go through this event themselves?
13. How does this compare with other events in your life?

Based upon the answers from her interview on trigger events, a list of values and beliefs that she has will be established

Interviews with the person she identifies (if applicable) would be done based upon her answers, with the same questions, to ensure the time line of her life is consistent.

IV. Proximate context

Identifying the existence of a set structure, vision and culture within organization, a brief interview with the President to look at her vision, strategy and ideal of culture in the organization would be established

1. What type of goals do you have for the organization? Have you established a time line of expectations?
2. Strategically, how do you plan on execution these goals?
 Culture can be defined (Slack, 1997) by:
 - Stories and myths
 - Symbols or symbolic artifacts
 - Social rituals or social norms
 - Language
 - Ceremonies or rites
 - History, long-time membership, company heroes

- Physical structure or stimuli
 - A sense of mission occurs... when there is a match between the values of an organization and those of an individual. Because organizational values are rarely explicit, the individual senses them through the company's behaviour standards. (Campbell & Yeung, 1991, p.17)
3. What type of culture are you trying to establish with your employees?
 4. Do you feel this exists yet?
 5. Do you operate the office in a democratic way? How so?
 6. Are there any employee events or group experiences? Lunches? Outings?
 7. How do you respond to feedback, both negative and positive?
 8. How do you establish organizational fit between new employees and your organizations culture?
 9. From your perspective, do you believe your employees will recognize this sense of culture?

Once a sense of culture is established from her point of view, selected employees will answer questions to see if the coherence between set culture and values are consistent.

1. What are the duties and responsibilities of this position?
2. What is the organizational structure of the company?
3. How does this position fit into the organizational structure?
4. Describe the management style of the organization.
5. Describe the organizational culture.
6. What are the opportunities for your personal growth?
7. What types of events occur in the office? Outside the office?
8. Do you have outside friendships with other staff? Is everything strictly business or more relaxed?
9. Is your office a democracy? If not, what is it?
10. How valid is your opinion?
11. How does the President respond to feedback?
12. How are employees evaluated and promoted?
13. What are the challenges of the job?
14. Do you enjoying working here?
15. What are your career dreams?
16. Do you feel your values fit with this organization? Why/why not?
17. If you were President, what would you change? Keep the same?
18. What strategic moves do you feel need to be done within the organization?

V. Distal context

Distal context focuses on how the outside environment may affect one development. Questions to the President may include:

1. What are your weekends typically like?
2. Do you follow politics? Has political change affected you? How does it impact

your organization?

3. Do you regularly follow sports? Which teams/leagues? How involved are you?
4. Do you have any friends or family members in distress or in situations to which you are concerned about their well being? Does it affect your daily life? How do you anticipate the outcomes?
5. Have you ever been affected by natural disasters? Or any situation to which you were fearful of your life?
6. Do you donate to any charities? Are you involved in any non-profit organizations? Which ones and why them? If not, how do you give back to society?
7. Have you ever had to move homes? How was that process?
8. Do you have plans for retirement? Where would you like to be living? Why?

Research Ethics Board Approval

DATE: July 24, 2008

FROM: Michelle McGinn, Chair
Research Ethics Board (REB)
TO: Dr. Joanne MacLean, Sport Management
Tarah Mahoney

FILE: 07-342 MacLEAN/MAHONEY

TITLE: Exploring Authentic Leadership: A Narrative Case Study

The Brock University Research Ethics Board has reviewed the above research proposal.

DECISION: Accepted as clarified.

This project has received ethics clearance for the period of **July 24, 2008 to April 30, 2009** subject to full REB ratification at the Research Ethics Board's next scheduled meeting. The clearance period may be extended upon request. *The study may now proceed.*

Please note that the Research Ethics Board (REB) requires that you adhere to the protocol as last reviewed and cleared by the REB. During the course of research no deviations from, or changes to, the protocol, recruitment, or consent form may be initiated without prior written clearance from the REB. The Board must provide clearance for any modifications before they can be implemented. If you wish to modify your research project, please refer to <http://www.brocku.ca/researchservices/forms> to complete the appropriate form Revision or Modification to an Ongoing Application.

Adverse or unexpected events must be reported to the REB as soon as possible with an indication of how these events affect, in the view of the Principal Investigator, the safety of the participants and the continuation of the protocol.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and clearance of those facilities or institutions are obtained and filed with the REB prior to the initiation of any research protocols.

The Tri-Council Policy Statement requires that ongoing research be monitored. A Final Report is required for all projects upon completion of the project. Researchers with projects lasting more than one year are required to submit a Continuing Review Report annually. The Office of Research Services will contact you when this form *Continuing Review/Final Report* is required.

Please quote your REB file number on all future correspondence.

MM/law

Lori Walker
Senior Research Ethics Officer
Brock University, Office of Research Services
500 Glenridge Ave, St. Catharines, ON L2S 3A1
phone: (905) 688-5550 x4876
fax: (905) 688-0748
email: lori.walker@brocku.ca